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ABSTRACT

This research project analyzed results of data collection from surveys of and interviews with a population of underrepresented groups at three Canadian university sites: Windsor, London, and Thunder Bay (Ontario). The project designed a program for transition from secondary and/or undergraduate university level education or concurrent or consecutive teacher education programs. It created a model for access and admission of targeted underrepresented candidates to Ontario (Canada) bachelors of education and teacher certification programs, and it made proactive recommendations to appropriate institutions and government agencies. Researchers surveyed students in a preservice teacher education program (to determine ethnic and educational background), conducted interviews with the students (to elicit family, educational, and career data), canvassed Canadian faculties of education (to compare admissions policies and procedures), and collected teacher education admissions data (to determine ethnocultural origins). The report presents eight recommendations in the areas of recruitment, retention, and admissions of students from minority groups. Eight appendices present: Teacher Apprenticeship Program; South Carolina Teacher Cadet/ProTeam Program; Oklahoma Minority Teacher Recruitment Model; Minnesota Multicultural Teacher Development Project; Written Survey Sample for the Faculty; Structured Student Interview Sample; Teacher Education Application Form; and Teacher Education for America's Minorities Project (TEAM). (SM)

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**RESEARCH & CONSULTATION ON:
ACCESS AND TRANSITION INTO ONTARIO
TEACHER EDUCATION FOR
UNDER-REPRESENTED GROUPS**

A project funded by the
Ontario Ministry of Colleges and Universities

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INTRODUCTION

The principle of racial or ethno-cultural equity is enshrined in both policy and legislative statements of the governments of Canada and the Province of Ontario. Pluralism and cultural diversity are officially recognized as fundamental characteristics of Canadian society. These concepts have been articulated in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and in multicultural and citizenship policies.

For example, on the federal level, post-secondary institutions that conduct a certain level of monetary business with the government of Canada must now comply with equity initiatives and policies of the federal government. This requirement has resulted in the creation and staffing of equity assessors, ombudspersons, race relations officers and other similar positions on several campuses. Reports and audits have been generated by many of these representatives within the last two years.

While various sectors of the Ontario government have been involved for many years in equity issues reflected in multicultural and race relations affairs, the issue of under-represented or minority (See Glossary, p.) groups in the workforce and the professions has only been addressed specifically since 1987. That year, the Task Force on Access to Professions and Trades in Ontario was created. In October, 1989, their report, Access!, was released with 104 recommendations.

In 1989, budget allocations for action strategies for the study and promotion of multiculturalism in Ontario were initiated through the Ministry of Citizenship. Related government agencies could then make requests for funding of research and development proposals. This led to the request by the Ministry of Colleges and Universities for proposals from the post-secondary communities to undertake research and development projects in order to contribute to the enhancement of cultural diversity.

One beneficiary of the action strategy is the Committee for Intercultural/Interracial Education in Professionals Schools (CIIEPS), established in 1987 as a voluntary association of professionals concerned with post-secondary professional academic programs. Their mission is to influence the education and training in

the professional faculties in order to more adequately prepare students for service in a culturally and racially diverse community.

From 1989 to 1990, CIIEPS, with the financial support of the Ontario Ministry of Citizenship and the Canadian Department of the Secretary of State, conducted eight workshops in Ontario universities and sponsored a concluding consultative conference. Their final report (Dec. 1990) concluded with a position statement that included the following comment about admission to post-secondary programs and to professional schools:

In order to encourage the enrolment of minority students into university/college programs, universities/colleges must establish close links with high schools and the community. Institutions of higher learning must publicize the importance and advantages of post-secondary education, especially professional education, and familiarize high school students, their parents and guidance counsellors with the academic pre-requisites for the purpose of admission. Visual publicity of post-secondary programs should contain representatives of minorities and messages must be culturally relevant.

Admission quotas are not supported by CIIEPS membership. However, admission criteria need to be re-examined to assess whether, in addition to academic grades, greater consideration might be given to work experience, knowledge of foreign languages, motivation, interpersonal skills and cross-cultural experience in the selection process. These characteristics are especially important when selecting students for professional training in the human resource field.

In cases when the applicant's academic grades are insufficient to qualify for admission, the student must be offered an opportunity to upgrade his/her qualifications. Universities/colleges must endeavour to strengthen counselling services and provide remedial courses or transitional year programs for highly motivated minority students with high academic potential.

...Universities and colleges should provide financial assistance to minority group students who demonstrate such need....Universities/colleges must address the issue of student retention...We

need to create a friendly environment that will encourage minority students to remain and succeed academically. (pp. 61-62)

One major concern of this association is teacher education which since the late 1960's has been lodged in Ontario universities as one of several professional schools. The generic activities of CIEPS have resulted in an acute awareness of the critical need to recruit, admit, and to improve the environment for under-represented groups in teacher education.

Other Provincial agencies and research projects also registered concern and proposed initiatives. Teacher educators and the affiliates of the Ontario Teachers Federation (OTF) registered concern about the lack of representation of visible minorities and of males in elementary education several years ago. One example is found in the Final Report of the Teacher Education Review Steering Committee (March, 1989), which was the culmination of five years of exploratory study. It stated (p.13) followed by a recommendation:

...the need for diversity of representation from different social and cultural groups in the teaching ranks is unarguable. Without compromising academic standards, there must be flexibility in admissions procedures to permit consideration of gender, ethnicity, language, religion, and physical differences. If, for example, the teacher population is to better reflect the multicultural population of the province, and thereby fulfil one of its key roles of modelling behaviours for young people, criteria for admission will have to be flexible enough to make this possible.

It is recommended that the OCTE (Ontario Council on Teacher Education, now known as TECO, the Teacher Education Council of Ontario) investigate methods to increase the participation rate of students of native ancestry in teacher preparation programs. (Rec. no. 20)

Two professional teachers' affiliates, the Ontario Public School Teachers Federation (OPSTF) and the Ontario Secondary School Teachers Federation (OSSTF) contracted the Social Program Evaluation Group (Rees et al., 1989) at Queen's University to conduct research on the issues of teacher recruitment, access, gender balances, and aspirations in anticipation of impending teacher shortages projected for the mid 1990s.

Although their sample population was limited to only three of the ten teacher education institutions, it was sufficiently representative. Their findings relevant to our purposes are:

- * Provincial standards or guidelines do not exist for the assessment of the personal experience component in admissions to teacher education facilities. Form, use, and assessment of statements vary. Due to the very large numbers of applicants, there is the problem of verification of experience profiles.

- * Policies, procedures, and terms of reference of Admissions Committees are diverse, at times quite unclear, and lacking an appropriate conceptual base.

- * The gender ratio for the primary/junior and junior/intermediate divisions affecting the elementary grades remain fairly constant 4:1 females to males. At the secondary level, the ratio is 3:2.

- * Often no defined procedures exist for examining the social class status and ethnic origin of applicants. Special admissions policies are inconsistent, minimally publicized, and infrequently utilized, e.g., by applicants of native or aboriginal origin.

The relevant recommendations are that (pp. 48-52):

- (1) there be standardized criteria (across all faculties) and weighting of criteria for selection/acceptance of applicants to programs which are offered in more than one faculty. The criteria should include both academic qualifications and relevant personal experience.

- (2) that the specification of criteria and the weighting of each should be documented and included in admissions materials.

- (3)...Admissions committees be established and functioning with (inclusive) documentation;

- (4)...faculties of education closely scrutinize their admissions and selection criteria and procedures and documentation to ensure equality of access for all candidates;

(5)...annually, the faculties carry out analyses of the gender, minority group and social class composition of their student body in order to:

- (a) assess the representativeness and heterogeneity of the student body within the context of the Ontario population;
- (b) redress gaps through revised and/or additional recruitment and promotional strategies;
- (c) teachers' federations in conjunction with appropriate personnel from faculties of education should develop proactive recruitment programs to attract such (under-represented) groups;
- (d) study be conducted on the extent of bias in the assessment of personal characteristics of applicants to faculties of education.

SCOPE OF THE PRESENT PROJECT

With such precedents minimally known, it became important that additional research be undertaken, particularly at a time when population growth and market conditions reflected increased demands for representation of minority groups as school teachers. Thus, the articulation of this research project resulted in the following deliverables or products:

- (1) an analysis of the results of data collection from surveys and interviews of a sample population of under-represented groups at three university sites: Windsor, London, and Thunder Bay;
- (2) a program design for transition from secondary and/or undergraduate university level education to concurrent or consecutive teacher education programs;
- (3) a model for access/admission of targeted under-represented candidates to Ontario B.Ed. and teacher certification programs;
- (4) proactive recommendations to appropriate institutions and government agencies.

RELATED LITERATURE & PROJECTS

ERIC, PsycLIT, and ONTERIS data bases were accessed. Two limitations emerged. Only 40 items published during the past seven years proved to be useful. Secondly, the majority of items were from a US context and focussed primarily on the role of Black Americans in teacher education (Greer, 1989).

Relevant Canadian sources were extremely scarce. Apart from the Ontario sources cited above, only reports or studies of professional and/or governmental origin were marginally useful (Russell, 1986; Fullan & Connelly, 1987; Smith, 1988).

The implications for education in Ontario in the 1990s and into the 21st century have been suggested from those Ontario studies using large populations. These might be summarized in the following generalizations:

- 1) there will be an increasing number of students entering the provincial school system who represent a variety of ethno-cultural backgrounds;
- 2) racial and cultural heterogeneity within schools tends to reduce negative prejudice and discrimination;
- 3) the prevention of alienation and conflict among these groups of students can be assisted by significantly increasing the number of minority teachers;
- 4) the students' growth in both academic and social skills is promoted by the presence of minority teachers as role models and linguistic and cultural transmitters;
- 5) potential teachers of under-represented groups need customized recruitment programs that prepare them for equal admissibility criteria to teacher education;
- 6) there are currently disinviting and disadvantageous elements in pre-entrance routes that impede access into teacher education for minorities.

A recent Canadian study by Beynon (1990) and colleagues provides significant supplementary

evidence. Among other objectives, their study investigated how "individuals interpret the factors influencing their decision making" (p.6) They cite Richmond's (1986) Toronto study suggesting that Canadian born children of ethnic minority parentage were not educationally handicapped by their ethnic ancestry. Another important citation is the Hamilton, Ontario study of culturally diverse secondary students' occupational aspirations (Samuda et al., 1989). Parents were identified as the most important influence on the students' aspirations. The well established need for intercultural counsellor training was reiterated.

Beynon drew from the research literature that salient overt and covert barriers in the selection of a career by minorities are inadequate counselling, lack of appropriate role models, lack of fluency in English, and racial discrimination.

In addition to studies and research reports, the searches yielded clues and references to actual projects that had been implemented in order to address some of the recommendations. Apart from very few (Ottawa and Windsor) admissions policies for law schools, there was one teacher related project found in Ontario, one in Manitoba, and several in the U.S.A. These were contacted for specific information which is reflected in the following descriptions:

Teacher Apprenticeship Program (TAP).

This collaborative initiative of the North York Board of Education (NYB) and the Faculty of Education, University of Toronto (FEUT), commenced in 1989. There are currently some 150 students (20 secondary and 30 elementary) enrolled. Candidates not accepted for admission to FEUT during the prior six months, but who, in consultation with North York staff, are admissible and are eligible for TAP, are mailed information. They are invited to attend an information meeting and submit their resumes and experience profiles. For 1991-92, some 500 applications and interviews were held by staff from twenty-five or more schools who chose to participate in the program.

Successful candidates are placed in NYB schools for four months (Sept.-Dec.). Specific responsibilities are assigned to the administrator and teacher(s) of the host schools. The student teacher-in-training must work three paid hours per school day (@ \$10.00 per hour) in the host school under the supervision,

mentoring, and coaching of the host teacher(s). In addition, at least six compulsory professional growth workshops form part of the program as well as many opportunities for interrelationships with educators.

If need and eligibility are ensured, these students may have opportunities for supply teaching during the second term. Those successfully completing the program and recommended on the basis of the Appraisal of Performance Form will be guaranteed entrance to FEUT for the ensuing academic year.

Once admitted they will have the opportunity to choose from a variety of models in the delivery of the preservice program. In fact, it is to their advantage to choose option six which is designed to accommodate their cultural and experiential backgrounds. See APPENDIX I for TAP and FEUT sample documentation.

The Winnipeg Education Centre:

In 1972 the Winnipeg Centre Project was launched as a special program for adult learners wishing to enter the professional fields of education and social work. The Government of Manitoba and the University of Brandon were the initial hosts. Adult learners were to be selected for financial support and admission to a degree program on the basis of academic, financial, and social-personal need.

Candidates are expected to possess the aptitude and commitment for a career in elementary school education but may lack the academic and economic prerequisites. The selection of candidates should comprise 50% of the native (Indian/Metis) population and 25% recent immigrants and refugees.

The Centre's Bachelor of Education program (Orlikow, 1991), since 1978 affiliated with the University of Manitoba, is designed to produce teachers who can help the Winnipeg's Inner City cope with the social challenges of low incomes, unemployment, cross-cultural adjustment, and family instability.

Manitoba Education and Training provides the funding for the program. The program provides special supports to students, including: (a) an additional four months of extra instruction, (b) financial assistance, (c) personal counselling, and (d) remedial instruction.

Rationale for the American (USA) Crisis:

The fairly abundant literature from U.S. sources is based on the perception of a critical shortage of minority teachers in a growing minority student population. A Commission on Minority Participation in Education and American Life (Banks, 1989) predicted that by the year 2000, one-third of all public school pupils will be "students of colour". Already, in 23 of the largest 25 U.S. cities, students of colour constitute the majority of students. If teacher supply trends continue, the minority teaching population will have declined to 5%! Some states have significant minority student populations, e.g., hispanic in Texas and New Mexico, and Inuit/American Indian in Alaska.

A more powerful argument for increasing the underrepresented teacher pool is the assumption advocated by socialization theory that role models and mentors from shared ethno-cultural identities must be present in the workplace of the classroom. The majority students will suffer by the absence of interrelationships with the values and identities of racially and culturally diverse students as mediated through teachers of underrepresented groups. Their schooling will not enhance their socialization into an increasingly pluralistic society in which power will have to be shared and equity maintained.

Hence, for these reasons, legislated and funded projects have been initiated in several states. Only a few will be included in this report on the basis that they represent the typology of successive projects. It is significant that these projects primarily deal with the dominant minority group, Blacks or, more currently named, African Americans.

South Carolina Center for Teacher Recruitment (SCCTR).

SCCTR appears to be the precursor for institutionalized efforts in the U.S.A. to recruit and retain minority (largely Black) candidates for teacher education. The State of South Carolina began its support for the creation and work of the SCCTR in 1984-85. The Center has been housed at Winthrop College since January, 1986.

Its two major programs are the Teacher Cadet Program for high school juniors and seniors started in 1985 and Proteam Project for middle school students, started in 1989. Each of these programs is intended to recruit potentially able young students to pursue

careers in teaching. They incorporate special curricular programs, e.g., "Dream Quest" and "Experiencing Education", which are of a personal and academic development nature. See APPENDIX II for an abbreviated profile of the programs.

Oklahoma Minority Teacher Recruitment Center (OMTRC).

Established in 1989, House Bill 1017, the Center is a collaborative project between the Oklahoma State Regents for Higher Education and the State Department of Education. Minorities make up 25% of the student population in Oklahoma public schools, while only 7% of the teachers are minorities. The OMTRC (APPENDIX III) is modelled on the South Carolina SCCTR and considered an effective method of meeting the challenge of recruiting potential minority teachers.

A rationale statement is particularly informative:

Research has shown that the absence of representative members of minority teachers and administrators in a pluralistic society is damaging because it distorts reality for children. It also sends a message to all students that teaching is off limits to minorities. The absence of minority teachers deprives students of access to successful minority role models.

It identifies seven programs aimed at addressing the problems of minority teacher supply: (1) a teacher vita bank, (2) high school (3rd & 4th years) cadet recruitment programs modelled on the South Carolina Teacher Recruitment Center (SCTRC) [School of Education, Winthrop College, Rock Hill, S.C.], (3) middle school program/pro-team program, (4) college support services, (5) conference and in-service programs, (6) multicultural training, (7) volunteer programs.

Multicultural Teacher Development Project (MTDP).

The College of Education, University of Minnesota, began the MTDP in September, 1989, with eight female candidates representing Chicano/Latinos, Native American, Asian Pacific Islanders, and African American origins. Each of the current twenty-two student candidates receives a \$1,000 grant that can be applied toward any related project expense.

A related project, though at the graduate studies level, is The Common Ground Consortium (CGC). It is

also directed to recruitment and retention of minority candidates with the incentives of grants for tuition, travel, scholarship, and assistantship. See APPENDIX IV for the "profiles" of both projects and an example of an application form.

Minority Teacher Preparation Program (MTP2)

The successful collaboration of a school district, a social agency, a private industry council, and the University of Akron has resulted in 1988 of a project to recruit, educate, and place black teachers in schools. An Ohio Governor's Award was presented to the sponsors for this outstanding non-traditional minority teacher certification program involving recruitment, identification, assessment, selection, referral, education, mentoring, follow-up, financial support, and placement.

State of New Mexico's Plan

In April 1991, a Report by the New Mexico Ethics Subcommittee of the Professional Standards Commission, State Board of Education, was submitted entitled: The Recruitment and Retention of Minority Educators. Because the majority of New Mexico's public school-aged children are members of minority groups (Native Americans = 10%; Hispanics = 45%), and because there has been a decline in comparable teacher representation (Native Amer. = 1.6%; Hispanic = 25%), action must be taken by 1993 to increase that representation.

Two series of recommendations and strategies were proposed for (a) improving the education of minority students at (1) the local and school district level (4 rec.), (2) colleges/universities (7 rec.), and (3) the State Dept. of Education (4 rec.), and (b) for recruitment and retention of minority educators. Many of these recommendations have identical applicability to the Ontario context.

METHOD

In addition to the literature search, several methods of data collection were employed over a twelve month period in order to provide the information necessary for the development of an appropriate access model. A detailed description of each of these methodologies follows, presented in the approximate order in which they were initiated. In the "Discussion /Analysis" section, more details about the limitations

and results of the collection will be provided.

Written Survey (Preservice Teacher Education):

In the first phase, a survey instrument (APPENDIX V) was administered to the 1989-1990 class of students enrolled in a consecutive (8 month post-baccalaureate), teacher education preservice program. More specifically, the survey was administered in the second term of the academic year in a core educational course and students participated on a voluntary basis.

The survey consisted of a mixture of structured and open-ended questions. Certain questions were designed to identify the ethnic and educational backgrounds of the respondents in order to determine what percentage of the class consisted of minority students and to compare minority and majority students on demographic characteristics. Information was also elicited about motives for choosing teaching as a career, preferences of type of school in which to teach, and exposure to multicultural issues during their preservice period.

Structured Interviews:

The structured interviews (APPENDIX VI) were designed to elicit information from the students concerning their family and educational background, their future career aspirations, and their reasons for choosing or not choosing teaching as a career.

The written interview form was subjected to validation procedures. Audio-tapes were also made and transcribed. Two population groups were used for representative interviews:

(a) students of under-represented groups enrolled in the Faculties of Education at Lakehead, Western Ontario, and Windsor Universities;

(b) undergraduate students in various academic programs at the University of Windsor.

Canadian Faculties of Education:

In phase one, it was also thought important to canvas by phone other teacher education institutions throughout Canada for purposes of comparative information on admissions policies and procedures relating to under-represented groups. Information was received from twenty-eight institutions.

Teacher Education Admissions Data (one faculty):

Due to perceived restrictions and sensitivities to personal information, e.g., gender, ethnocultural origin, it was possible to access only global figures of the number of applicants for the 1990-91 year.

By a necessarily crude identification process involving surnames and verbal reports on visibility, a determination of ethnocultural origins was attempted.

DISCUSSION/ANALYSIS

Limitations:

There were two significant limitations that emerged during the first phase of the research project. One was the absence of identifiers of underrepresented groups due to the total absence of a self-identification mechanism on the admissions form. registration forms. The other was the small sample size available to match the project's research design.

First, any research dealing with targeted and/or underrepresented groups requires access to self-identification data. Currently, this type of information is not requested nor required on the application forms processed by TEAS, the Teacher Education Application Service, Ontario Universities' Application Centre, Guelph, Ontario, operated by the Council of Ontario Universities (APPENDIX VII).

In 1990, a subcommittee of the Ontario Council of Deans of Education suggested a revision of this form in order to obtain this information from applicants. However, such action cannot be undertaken by TEAS until The Council of Ontario Universities and/or the Government of Ontario so mandates.

It should be noted that this policy is in sharp contrast to the policies operable in the USA. US census data and numerous reports and forms require specific information on minority status for compliance to regulations related to governmental budgetary allocations, affirmative action, and equity employment matters.

For example, the **Teacher Education for America's Minorities (T.E.A.M.) Project**, funded by the Ford Foundation, attempts to recruit, educate, and place visible minorities into teaching careers. Information about ethnocultural backgrounds is indispensable. T.E.A.M. is directly linked to cooperating colleges and universities with predominantly Afro-American student populations (APPENDIX VIII).

Such information is normally required throughout the USA in order to regulate compliance and funding operations. For example, the State of Florida requires such data in order to apply a legislated "exception" clause for teacher education applicants who do not satisfy the general academic criteria but are from under-represented groups.

The second limitation is the small size of the representation from the targeted groups. However, there is evidence supporting the assumption that, indeed, the very pool of candidates from under-represented groups is small. Certain faculties of education do receive greater numbers of such candidates which reflects the ethno-cultural population of their area, e.g. Toronto. The 1986 data from Stats Canada is available but there are some serious concerns about the accuracy of that data. For instance, many aboriginal peoples and some ethno-minority persons would either not respond to the census inquiry or be very selective about what information that they did provide. It will be crucial to both update the data from the 1991 census Stats Canada data bank and to confer with various associations about the accuracy of data relating to special groups.

Teacher Education Admissions Data (one faculty):

The data obtained and analyzed from application records for teacher education (1990-91) in one site yielded the following global numbers for those applying and those ultimately enrolled. The rather crude procedure for ethnocultural identification resulted in the numbers listed in the following table:

APPLICATIONS	ENROLED	%
Majority =4,182	488	11.7
UR Blacks = 5	2	40.0
Oriental = 53	5	9.4
Asian = 84	3	3.6
Native = 2	2	100.0
UR.Totals = 145	12	8.3

TOTALS 4,327 500 11.6

In summary, this data indicates that the ratios for this one teacher education institution were:

1	in 8 of total applicants	enroled.
1	30 U.R. (under-represented)	applied.
1	12 "	enroled.
1	? "	accepted.

Inaccessibility to applicants records and the absence of self-identification data prevents us from accurately inferring anything about the applications and registrations of those from under-represented groups.

The Written Survey:

A total of 318 students responded to the survey or approximately 80% of the total enrolment. "Majority" students consisted of those of Anglo-Saxon and European background, whereas "Minority" students were those of Black, Oriental, or Native ethnicity. There were 308 majority students (197 females; 111 males) and 10 minority students (8 females; 2 males). Mean ages for the majority and minority respondents were 27.6 and 26.9 years respectively.

TABLE 1**GENERAL CHARACTERISTICS OF MAJORITY AND MINORITY STUDENTS****RESPONDENTS**

	Majority (n=308)	Minority (n=10)
GENDER - females	197 (64.0)*	8 (80.0)
males	111 (36.0)	2 (20.0)
AGE - mean	27.6	26.9
s.d.	5.2	5.0
UNDERGRADUATE AVERAGE GRADE	B+	B+
NO. OF YEARS TO COMPLETE UNDERGRADUATE DEGREE	4.05	4.44
UNDERGRADUATE PROGRAM		
General B.A./B.Sc.	120 (38.9)	3 (30.0)
Honours B.A./B.Sc.	133 (43.2)	7 (70.0)
Other Bachelor's Degree	55 (17.9)	—
UNDERGRADUATE ATTENDANCE		
Full-Time	257 (83.4)	10 (100.0)
Part-Time	15 (4.9)	—
Combination/Both	36 (11.7)	—

Numbers in the parentheses indicate percentage (%) of respondents.

TABLE 2

**MAJORITY AND MINORITY STUDENT RESPONSES
TO ASPECTS OF TEACHER EDUCATION**

	RESPONDENTS	
	Majority (n=308)	Minority (n=10)
PROGRAM ENROLLED IN		
Primary/Junior	176 (56.2)*	7 (70.0)
Junior/Intermediate	58 (18.8)	1 (10.0)
Intermediate/Senior	77 (25.0)	2 (20.0)
TEACHING GOALS		
<u>School Type</u> - Public	144 (46.8)	8 (80.0)
Separate	91 (29.6)	1 (10.0)
No Preference	73 (23.7)	1 (10.0)
<u>School Area</u> - Urban	81 (26.3)	3 (30.0)
Rural	72 (23.4)	3 (30.0)
No Preference	155 (50.3)	4 (40.0)
<u>School Size</u> - Large	26 (8.4)	2 (20.0)
Small	99 (32.1)	4 (40.0)
No Preference	183 (59.4)	4 (40.0)

* Numbers in the parentheses indicate percentage (%) of respondents.

Of the 10 students of under-represented groups, there were 4 Asian, 2 Black/Afro-Canadian, and 4 Native/aboriginal. Slightly more than half (56.2%) of the majority students were enroled in the primary/junior program as compared to 70% of the minority students. While only 46.8% of the majority students intended to teach in the public school system, 80% of the under-represented group of students did. The reason cited most often by the majority (46.4%) for choosing teaching as a career was "I like children" or "I like working with children". Only 30% of the minority cited this as their reason for choosing to teach.

Thus, the trends among the minority students indicate that compared to the students of the majority groups, more of the students from underrepresented groups:

- (a) obtained honours and 4-year degree programs;
- (b) obtained financial assistance from their parents;
- (c) preferred to be employed by the public system;
- (d) preferred to teach in a large school workplace.

All students indicated a need for more exposure to courses or components of "multiculturalism" with special attention to techniques for reducing prejudice in the classroom, general awareness of cultural differences, and classroom activities of a ethnocultural nature. It is known from previous federal research that few teacher education facilities in Canada have such offerings. There is nothing prescribed unless it is folded into a prescribed general course on administrative or educational issues.

Structured Interviews:

Interviews of enroled students of under-represented groups were conducted at the three university sites over a six month period using written and oral tape procedures. Since there was no self-identification on written forms, the interviewees were obtained by in-class verbal request or after visible identification. Written transcriptions were then made and coded on the computer.

The following table lists the two groups (teacher education consecutive students and regular undergraduate university students) of respondents' demographic characteristics:

CHARACTERISTICS

	<u>Teacher Ed. Und. Grad. Totals</u>			
	No=	16	12	28
Native/1st Nations Peoples	9	1	10	
West Indian	2	6	8	
Oriental/Indo	2	3	5	
Middle Eastern	1		1	
Black	1	1	2	
South American	1	1	2	
Gender: male	3	2	5	
female	13	10	23	
Marital status: single	14	9	23	
married	2	2	4	
Mean Age	29.6	25.0	27.5	
Av. Grade: current	* B+	B	B	
First Language: English	8	7	15	
Native	5	1	6	
Italian	-	1	1	
Spanish	-	1	1	
other	2	2	4	

* N=13 did not respond to question.

Of the total sample, 53.6% respondents were born in Canada and 46.4% were born outside Canada. The first language spoken by approximately half the sample (53.6%) was English. The next most frequently spoken first language was Objibway (21.4%).

Responses to the structured interview questions are represented in the following sample:

SAMPLE OF INTERVIEW COMMENTS

Can you describe any significant events after elementary school which contributed to your enrolment in your current program?

AND

Why did you choose the academic major/program you are currently enrolled in? What sort of factors (internal or external) influenced your decision?

	Percent of Respondents [*] (N=28)	
	Teacher Educ. (n=16)	Undergraduate (n=12)
<u>Internal Factors:</u>		
I. Always liked field/area/topic: "I have always wanted to be a teacher; it is all I ever wanted to be."	37.5	66.7
II. Ethnic related: "I wanted to portray a different image to young blacks, so that they would realize that you did not have to have blond hair and blue eyes in order to be successful."	18.8	25.0
III. Competent/Ability: "It is something that I felt I could do well."	—	33.3
IV. Provide information/Improve society/Improve system: "I was amazed at how much effect teachers had on people's futures; I wanted to be part of that."	31.3	16.7
<u>External Factors:</u>		
I. Work experience: "I worked as a teacher instructing adults in customer service for VIA Rail."	37.5	25.0
II. Family influence: "My whole family has been very supportive of my decision, especially my mother and sister."	25.0	50.0
III. Peer influence: "My friends have encouraged me to go into teaching - most of them are teachers."	12.5	8.3

What experiences (positive or negative) have you had while at this institution that were directly related to your ethnicity?

Percent of Respondents (%)
(N=28)
Teacher Educ. (n=16) Undergraduate (n=12)

Negative Experiences:

I. Institutional/Administrative:	12.5	8.3
"I was not given a proper room in residence. My belongings were moved into a storage room. I was forced to stay on the floor for 4 days with 8 other people in the same situation; the others were given air mattresses, I was not. On the fifth day the storage room was made into a bedroom for me."		
II. Student:	25.0	16.7
"I have overheard other students making negative comments about Oka warriors and about natives. I felt very uncomfortable."		
III. Faculty:	25.0	8.3
"Because of my language ability and accent, I am looked down upon by some of my professors -they think I am stupid."		
IV. Other:	18.8	16.7
"People in this city tend to be more prejudiced against those who appear to have just got 'off the boat'."		

Positive Experiences:

I. Institutional/Administrative:	—	—
<u>No comments found in this category</u>		
II. Student:	12.5	25.0
"The other students in my classes express interest in Native culture."		
III. Faculty:	—	8.3
"My Canadian friends in the Physics department have helped me identify better with Canadian culture; they have also given me the opportunity to improve my English skills."		
IV. Other:	18.8	—
"People recognize me because I stand out visually -this is good!"		

<u>No Specific Experiences Reported:</u>	18.8	41.7
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* Sixteen respondents (n=16) were enrolled in a teacher education program; Twelve respondents (n=12) were undergraduates enrolled in various programs.

	<u>Percent of Respondents*</u>	
	(N=28)	
	Teacher Educ. (n=16)	Undergraduate (n=12)
IV. Teacher influence: "I had a particular teacher at Ryerson who encouraged me to enter into teaching."	43.8	16.7
V. Others' influence: "I received positive responses when I was teaching a continuous education program, on a part-time basis, to adults."	18.8	8.3
VI. Economic/Job-related/Status-related factors: "I was working as a social worker and enjoyed the work; then, someone with a Master's degree in social work was hired. The person did not do as much work as I was doing, and yet was being paid much more. I decided that going back to school might not be a bad idea."	6.3	16.7
VII. Academic factors: "I did not have the marks to get into medicine, so I decided to take Psychology courses to upgrade my marks."	6.3	50.0
VIII. Other factors: "I was forced to end my brick-laying job due to a back injury. I decided to go back to school."	25.0	---

* Sixteen respondents (n=16) were enrolled in a teacher education program; Twelve respondents (n=12) were undergraduates enrolled in various programs.

What experiences (positive or negative) have you had while at this institution that were directly related to your ethnicity?

		Percent of Respondents (%) (N=28)	
		Teacher Educ. (n=16)	Undergraduate (n=12)
<u>Negative Experiences:</u>			
I. Institutional/Administrative:		12.5	8.3
"I was not given a proper room in residence. My belongings were moved into a storage room. I was forced to stay on the floor for 4 days with 8 other people in the same situation; the others were given air mattresses, I was not. On the fifth day the storage room was made into a bedroom for me."			
II. Student:		25.0	16.7
"I have overheard other students making negative comments about Oka warriors and about natives. I felt very uncomfortable."			
III. Faculty:		25.0	8.3
"Because of my language ability and accent, I am looked down upon by some of my professors -they think I am stupid."			
IV. Other:		18.8	16.7
"People in this city tend to be more prejudiced against those who appear to have just got 'off the boat'."			
<u>Positive Experiences:</u>			
I. Institutional/Administrative:		—	—
<u>No comments found in this category</u>			
II. Student:		12.5	25.0
"The other students in my classes express interest in Native culture."			
III. Faculty:		—	8.3
"My Canadian friends in the Physics department have helped me identify better with Canadian culture; they have also given me the opportunity to improve my English skills."			
IV. Other:		18.8	—
"People recognize me because I stand out visually -this is good!"			
<u>No Specific Experiences Reported:</u>		18.8	41.7

* Sixteen respondents (n=16) were enrolled in a teacher education program; Twelve respondents (n=12) were undergraduates enrolled in various programs.

Responses to the question, "Why did you choose the academic major/program you are currently enroled in?" were coded in terms of **internal factors**, e.g., "always liked the field, competence/ability" versus **external factors**, e.g., work experience, family/peer/teacher influence, academic expectations.

Students in the typical undergraduate programs cited not only interest in the field but also their self-confidence in their compatibility and competence in anticipated career paths as internal influences. The external influences cited were family and academic factors, e.g., above average grades.

Students enroled in post-baccalaureate teacher education programs most commonly cited an interest in the field and a willingness to improve society/systems as internal influences. External influences most often cited by this group were teacher influence and work experiences. On another question about the influence of their ethnic background on their future teaching, 37.5% thought that it would have a positive effect as role models. This collective data would support the assumptions that teacher modelling for career roles and related experiences are significant in decisions to become teachers.

Another significant difference between the two groups was their interpretation of the role of ethnicity in career choice. Those in teacher education were almost even split (31.3%=no role; 25%=major role). Twice the percentage of undergraduate students thought that ethnicity played no role (66.7%=no role; 33.3%=major role).

The issue of providing special consideration for admission of native and minority candidates was acceptable to about 50% of the undergraduate students but only 25% of those in teacher education. However, about 50% of the teacher education students either responded "don't know" or did not respond at all. In a similar query during a course session, students explained that such preferences would be unfair to the highly competitive market of applicants if it excluded a number of existing spaces to the majority.

Here the issue of reverse discrimination on the basis of targeting groups should be addressed by policy makers.

Canadian Faculties of Education:

It was within the essential scope of the project to collect data from the some 51 teacher education programs in Canada. Nevertheless, an effort was made to acquire as much information about their admissions policies as feasible. Thirty-three non-Francophone institutions were contacted by phone.

Eleven of these universities had some provision for the admission of students who did not necessarily meet the formal admission requirements. For example, Queen's University lists three special categories: (a) social, physical, or economic disadvantage; (b) distinctive cultural history; (c) extensive teaching or related experience.

There are a number of special admissions considerations and programs for native/aboriginal/first nations candidates. In Ontario, the Universities of Brock, Lakehead, Nipissing, and Queen's-Trent, have such conditions, somewhat similar to established affirmative action programs. It should be noted, that the numbers of natives in any of these programs remains minimal primarily because the pool of qualified candidates is proportionately very small.

Manitoba, Saskatchewan, and Alberta also have significant programs for natives in most of their teacher education institutions.

Province	University	Type of Program	Concurrent	Consecutive	Both	Special Admissions	Special Program
ALBERTA							
	Alberta				*		
	Calgary				*	*	*
	Lethbridge				*	*	*
	BRITISH COLUMBIA: Univ. B.C.		*				
MANITOBA							
	Brandon		*			*	*
	Manitoba				*		*
NEW BRUNSWICK							
	Mount Allison			*			
	St. Thomas			*			
	NEWFOUNDLAND: Memorial		*			*	*
NOVA SCOTIA							
	Dalhousie			*		*	
	Mt. St. Vincent			*			
	N. S. Teacher's college		*				*
	Saint-Anne				*		
	St. Francis Xavier			*			
	St. Mary's			*			
ONTARIO							
	Brock			*			
	Lakehead				*	*	*
	Nipissing			*		*	*
	OISE			*			
	Queen's				*	*	
	Toronto			*		*	*
	Trent						
	Western Ont.			*			
	Windsor			*			
	York				*		
QUEBEC							
	Bishop's			*			
	Concordia		*			*	
	SASKATCHEWAN: Univ. Saskatchewan		*				*

RECOMMENDATIONS: THREE ISSUES

Three interdependent issues: recruitment, transition, and admission must be included in any comprehensive discussion of access and transition into professional programs. Within the context of Ontario teacher education and based on the representative data collected, we intend to risk some generalization and speculation. We certainly acknowledge the limitations inherent in this study and also the extremely important contextual variables that are idiosyncratic to local situations.

For example, in a densely populated area such as metro-Toronto with a very high percentage of visible and ethnic groups, admission of candidates of targeted groups may have to be limited due to the large pool of resident candidates. For first nations candidates, it may be cost effective and good rationalization of institutional resources to direct their access to those three to four Ontario teacher education institutions which have established programs.

Before we propose specific recommendations and provide rationales for them, it should be understood that underpinning this entire discussion is an assumption that what presently exists is very inadequate and should be remedied with appropriate timeliness. Or in other words, we assume that:

ACTION must be taken to assure that in Ontario schools appropriate teacher representation of targeted groups, i.e., natives, racially diverse minorities, gender minorities (males for elementary grades; females for secondary subjects: maths, sciences) be realized by means of timely legislation and support systems.

(A) RECRUITMENT:

There are a number of approaches to the recruitment of targeted and under-represented groups. The US literature often describes these approaches in considerable detail. There are at least four interrelated factors operable, i.e., (a) financial burdens enroute and minimal returns once hired, (b) negative image and attitude towards teaching as a profession, (c) motivational deficits, and (d)

inadequate recruitment policies and procedures.

There are several idiosyncratic features which profoundly affect the teacher minority recruitment models in the USA and are not applicable to the Ontario ethos. Possibly the most significant difference is in salary levels tied to opportunities and perceptions of "upward mobility" for minorities.

The dominant black (Afro-American) and hispanic (hispanic/latino) minority populations are increasingly afforded financial incentives and opportunities for preparation and positions in well-salaried non-teaching careers. At the same time, minority candidates perceive that such career avenues will extricate them from historic servitude and ghettoization. They expect that financial rewards will bring a new status and a quality of life typified by the advantaged of society.

Another significant difference is the actual preparation pathway and licensure into the career. Most of the model programs cited above and existing outside the Province of Ontario are designed for "concurrent" preservice programs, i.e., a program that commences either in year one or in year three of undergraduate university education.

However, it should be noted that in the USA a new restructuring movement is underway as a consequence of the Holmes Group projects. More teacher education institutions are turning to postbaccalaureate one and two year programs. This may suggest that the model recruitment and retention projects will have to then concentrate on the post-secondary or tertiary student clientele.

In terms of Ontario, it is reasonable to determine that perceived negative images about the status of teachers and the issue of minimum financial rewards play little role in recruitment. Ontario teachers receive competitive and rapid increments in salary scales. The perceived status of teachers is still reasonably high. Yet, this perception may not be shared by parents, siblings, and peers of certain under-represented groups whose original culture and/or misconceptions of their adopted country dictate a low status perception.

Given the reality that the basic pool of potential candidates is very limited, there is cause for considerable improvement and initiatives in recruitment of candidates from under-represented groups. There is

a need to change the perceptions of teaching as a low status occupation and to provide encouragement and guidance during those crucial formative, transition, and specialization years of schooling

One of the key concepts in recruitment is "anticipatory socialization" (Oliver, 1988), a process by which persons are recruited because they have identified with the values of the chosen professional group. Thus, teachers from under-represented (ethnic and gender) groups informally promote anticipatory socialization. These role models are also required in various support groups such as parent-teacher, future teachers clubs, and career and personal developmental counselling groups.

Inferences from the interview data suggest that formal career counselling directed to becoming a teacher has been grossly inadequate in Ontario schools. It was rare that a counsellor, be they a classroom teacher or a designated guidance person, encouraged a minority student to consider teaching as a major career path.

Interviewees described their perceptions of teaching in such words as "too stressful", "not worth the significant salary", "not viewed by peers as a high status career like medicine, law, business, or engineering". Several said that it was the rare teacher, parent, or peer who ever mentioned teaching as a career or ever encouraged them to consider preparing for such a future career.

Responses, particularly from native/aboriginal potential candidates, suggested that personal self-esteem may be a significant inhibiting factor. Psychology has demonstrated that for native peoples and other minorities who may have experienced a long history of disadvantage, self-esteem is severely underdeveloped. This is often demonstrated in the conviction that one cannot satisfactorily complete the required academic and social tasks in order to successfully compete in an extremely competitive admissions market.

Most first nations persons who succeed academically still bear the psychological burden of tension between two identities, i.e., their native origin and assimilation into the majority non-native environment of secondary and post-secondary schooling. One result in terms of a teaching career may still be the inhibiting emotional fear that one could not face peers or future students in a school environment.

Hence, it is necessary to actively recruit members of targeted groups first from within and then from outside the Province. Community and ethno-cultural associations can be helpful in this task. Continuous referrals to appropriate educational agencies, e.g., Boards, faculties of education, cross-cultural agencies, Ministry of education offices, teachers' organizations, should be encouraged by means of appropriate advertisement and communication.

In the course of this pre-university counselling, there should also be encouragement to participate in teaching related experiences, e.g., tutoring, cooperative education projects, camp work, youth work, that may serve the potential candidate well at the point of admission. A documentation base should begin at the initial stages which might include any or all of the following:

- * interviews,
- * simulations,
- * comparing scores of any standardized tests with baseline data or with scores of previous certified teachers of under-represented groups,
- * educational or related work experience recommendations,
- * level of specified skills acquisition, e.g., critical thinking.

RECOMMENDATION 1:

Ontario Boards of Education must be directed to initiate policies and procedures to ensure that teacher career counselling and encouragement of targeted groups be undertaken as early in the formative years as appropriate and be continuous throughout their schooling.

In addition to such efforts during schooling, it is important that all those Ontario public and private agencies that influence the formation of the professional teacher role models be required to implement policies that are directed to teacher recruitment.

RECOMMENDATION 2:

An emphasis must be given to the formulation and implementation of teacher recruitment policies and procedures in partnerships with public and private agencies, e.g., the Ministries of Education, Citizenship, Labour, Interprovincial Affairs, Multicultural Councils, ethnic associations, the media, parent groups, OTF, and the Canadian Teachers Federation.

(B) RETENTION:

Once sufficient interest is generated through counselling or recruitment, the next step is to support, in every manner possible, the perpetuation of that motivation to the end result of actual admission and successful achievement of requirements for a degree and/or certification. Hence, retention initiatives before and during teacher-in-training are necessary.

In the US models, we saw that special programs, e.g., cadet and pro-team, have been designed and implemented at the middle and secondary school levels. The cultivation of social skills, life skills, and personality factors are promoted by means of both programs and required courses at those levels.

Two categories of programs, i.e., academic services and financial assistance, should play a role in both identification of and assistance to prospective teachers. It is highly probable that some of these programs already exist on campuses and hence could be utilized in productive and cost effective ways.

For example, minority support centres/services, clubs; counselling and peer facilitation; campus/community related work experience; scholarship, loan - forgiveness programs are often administered by staff and student service units on a campus.

RECOMMENDATION 3:

The Ministry of Colleges and Universities ought to make available the necessary financial incentives and support for approved prospective teachers during their post-secondary pre-admissions period and during their teacher education/certification program.

Another academic service would be the establishment of a series of curricular program prerequisites for post-secondary targeted prospective teachers. These would be required unless a level of achievement was verified by specific exemption procedures. Such programs should consider the adoption of parts or the whole of those American models described in this study.

Since self-esteem and ego-development has emerged as a factor of some significance, the following model, based on the work of the British pioneers (Hopson, B. & Scally, 1986), is suggested as one alternative to at least partially remediate that condition.

A PREREQUISITE SELF-EMPOWERMENT MODEL

Self-empowerment is here defined as "THE CONTINUAL PROCESS OF TAKING INCREASINGLY GREATER CHARGE OF ONESELF AND ONE'S LIFE BASED ON THE ASSUMPTION THAT THERE IS ALWAYS AN ALTERNATIVE AND A CHOICE". A person who has acquired this competence is a person who is open to change, assertive, proactive, self-accountable, self-directed, realistic, self-confident, values others, sees alternatives and develops commitments.

An effective, comprehensive, preparatory, self-empowerment program should include the following components:

ESSENTIAL NEEDS	PROGRAM RESPONSE
Identification/appropriation of beliefs, values, goals.	course/workshop hrs for developmental activities, practicum
Acquisition of information about self, others, world	delivery of techniques on locating and processing information
life skills training: self and social skills	instruction in communication, decision-making, time management, social skills
Identification of learning styles and acquisition of learning skills	Study, test-taking, computer/tech., cooperative skills
Support groups, networking	Community: city, academic networks
Reinforcement, feedback, mentoring	Coaching, mentoring, supervision
Financial support	Grants, loans, work contracts

In order to promote anticipatory socialization, during the transition years the potential student candidate is encouraged, guided, and informed about a future viable career in teaching. Each year, thereafter, the student is encouraged and supported in the pursuit of said career. Parents are also informed and involved in the ongoing process. As the candidate moves into secondary education, he/she is appropriately kept informed and guided through academic and emotional obstacles while continuously supported by parents and peers.

It is highly probable that candidates from under-represented groups will need continuous financial support. Accordingly, some criteria and conditions will have to be created with due regard for equity. Such conditions might include a contract whereby the student will be required to serve in a specific location and for a specific time period according to the particular needs and the compatibility of role model with community and student population. Careful documentation will be required prior to and during the tertiary preparatory period for consecutive teacher education programs.

Academic requirements may need modification or adjustment based on agreed criteria. Other options may be required for admissions. For example, the continuing or adult student who has compatible work experiences should be given recognition in addition to or partially in place of academic scored qualifications.

If, as in most cases, the career path requires completion of a baccalaureate degree, then preparation begins in year one and continues until completion of year three or four. This would include a given number of required components (as above) to be mastered according to specific criteria similar to competency based programs. A mentor or advisor would monitor the candidate during this entire pre-admission period.

A PREREQUISITE PROGRAM FOR CULTURAL DIVERSITY:

Another model prerequisite program or course for targeted groups as well as prospective teachers of the majority group is one designed for attending to pluralism and cultural diversity. Our data has indicated that there is very little exposure either provincially or nationally to this issue. There may be only three teacher education programs that require a degree of course work throughout the country! Both the prospective candidate in transition and the registered candidates in teacher education should be required to complete a program similar to the following model.

It should be noted that we do not advocate simply exposure to multicultural knowledge, skills, and attitudes so prevalent in the few existing courses within teacher education programs. Recent evidence (McDiarmid, 1990; McDiarmid & Price, 1990) has found this approach insufficient, ineffective, and potentially misleading or damaging if it results in overgeneralizing and stereotyping of diverse groups.

A more effective and desirable approach is to link **content** and **contexts**, i.e., insure that prospective teachers are learning how to learn from culturally diverse students and communities. Thus, the actual design for the program would take the following format:

Structure of the course/program delivery:

Time allocation = two consecutive semesters

School contexts = one day per week in culturally diverse school/classrooms

University context = 4-5 hrs. lab setting on campus

Lab content = issues of practice, e.g., school culture, the interaction of language, culture, and identity, classroom organization; integration of core subjects; case-studies; lived histories of school and community populations.

Intended Outcomes = Prospective teacher candidates will be able to:

1. identify crucial issues and dilemmas in ambiguous, complex teaching and community situations;
2. think critically about the worthiness of alternative educational goals;
3. select from a wide repertoire of teaching strategies, methods of subject matter representation, and images of fine teaching enabling them to tailor instruction to culturally diverse students and to particular cultural contexts;
4. identify the possible consequences and risks of alternative educational choices in cultural contexts and make ethical decisions;
5. learn from their own practice, especially from the culturally diverse students and communities with whom they work. (Noordhoff & Kleinfeld, 1991).

As the candidate entered the last year of study and preparation, increased practicum experience similar to the TAP program would be required. Upon recommendation and satisfactory completion of the prerequisites, the candidate would be automatically admitted to the teacher education-certification program.

If appropriate, the candidate would either be involved in a suitable optional program within the Faculty of Education or receive opportunities on the campus to continue enrichment of skills.

Recommendation 4:

The appropriate post-secondary institutions must provide opportunities for prospective teachers from targeted groups to successfully complete pre-teacher education programs and/or prerequisites. Such programs must be designed in collaboration with and monitored by teacher education, counsellor, skills, and government/institutional management.

(C) ADMISSIONS:

Until such time as government or the Council of Ontario Universities changes the official Application for Admission to Teacher Education form or until Ontario universities require additional documentation on self-identification of native and ethnic background we have no data about the those applying or registered.

The forms administered by the Guelph Registry Centre are finalized for printing in late May, distributed from late August to the deadline of prior to the mid-December deadline for September, 1992 entrance. Hence, there is an approximate 18 months lead time necessary for revision. It is unrealistic that appropriate changes on a provincial basis can be made for the 1992 academic year. However, individual institutions could take initiatives to articulate policies, obtain self-identification information, and admit targeted candidates.

There are some Faculties of Education that provide a self-identification section on required "Profile" forms. Thus, it is only through such special provisions of policy and procedures of any given university in Ontario that an applicant might be considered for special consideration.

There is secondary evidence that several post-secondary institutions are reluctant or refuse to collectively decide because of the perception that they may be vulnerable to legal reprisals. The Ontario Human Rights Code does not specifically address the issue of norms for student applications. There appears to be the need for governmental legislative action in order to provide legal protection.

Therefore, we recommend that the following two recommendations be implemented in a timely manner:

RECOMMENDATION 5:

Teacher education institutions be advised that they provide for 1992 admission a special opportunity for under-represented applicants to voluntarily supply information relative to their minority status. The appropriate form should conform to federal and provincial norms and practices concerning affirmative action, equity, anti-racism, and targeted groups.

As an example of a practice at the federal level, I include a self-identification format from the 1986 and 1992 census.

22. To which ethnic or cultural group(s) did your ancestors belong?

Mark or specify as many as applicable.

Note:

*While most people of Canada view themselves as Canadian, information about their ancestral origins has been collected since the 1901 Census to reflect the changing composition of the Canadian population and is needed to ensure that everyone, regardless of his/her ethnic or cultural background, has **equal opportunity** to share fully in the economic, social, cultural and political life of Canada. Therefore, this question refers to the origins of your **ancestors**.*

- | | |
|---|--|
| 08 ☐ French | 19 ☐ Black |
| 09 ☐ English | 20 ☐ North American Indian |
| 10 ☐ German | 21 ☐ Métis |
| 11 ☐ Scottish | 22 ☐ Inuit/Eskimo |
| 12 ☐ Italian | Other ethnic or cultural group(s),
for example, Portuguese, Greek,
Indian from India, Pakistani, Filipino,
Vietnamese, Japanese, Lebanese,
Haitian — Specify |
| 13 ☐ Irish | |
| 14 ☐ Ukrainian | |
| 15 ☐ Chinese | |
| 16 ☐ Dutch
(Netherlands) | |
| 17 ☐ Jewish | 23 <input type="text"/> |
| 18 ☐ Polish | 24 <input type="text"/> |

15

In a recent Report of the Task Force on Admissions (June, 1991) to the Teacher Education Council, Ontario (TECO) two recommendations apply to the concern of underrepresentation. One recommends that "self-identified Native candidates, who satisfy basic admission criteria, be granted 'first refusal rights' to 2% of provincial teacher education places..." and that visible minority applicants be granted 'first refusal rights' to 9% of the places.

Although, this Task Force recognizes that for Native candidates the percentage allocated is a "desirable minimum enrolment", we would not support those recommendations. We would reject the specification of: (a) standard grade point averages as basic admission criteria, (b) the 2% and 9% population derivatives because they are based on unreliable 1986 census data, i.e., natives and visible minorities do not necessarily respond to census questions to the same degree as the majority. and (c) a 'first refusal rights' clause is unnecessary at this time.

RECOMMENDATION 6:

The Ontario government through its appropriate agencies ought to legislate that all provincial post-secondary institutions with teacher education and certification programs must have policies and procedures for identifying, recruiting, and admitting applicants from targeted under-represented groups in conformity with Ontario's equity policies.

CONCLUSION

There is a sense of **URGENCY** that existed prior to this study. That sense has been intensified as more lost opportunities occur. The need for teachers of under-represented targeted groups is a reality that presses upon the Ontario school scene. The need for more reliable data, tracking, monitoring, and coordination of stakeholders is imperative.

Teacher education as most professional service industries is market driven. Yet there is no evidence of any systematic or rational link with market needs and fluctuations. We have some data on retirement patterns and soon there will be data on recent certified teachers obtaining jobs and those not entering the job market.

What of the access of immigrant teachers who have experience and qualifications from other jurisdictions? Many of them are neither served well by appropriate information nor sensitive adjudication of qualifications. It is noteworthy that the rise in applications for letters of eligibility or letters of standing may reflect population shifts and newcomers interests and qualifications.

We do have stats on applications for letters of eligibility from potential immigrants but we do not have data on how many actually become employed as teachers.

**APPLICATIONS FOR LETTERS OF TEACHER ELIGIBILITY
ONTARIO MINISTRY OF EDUCATION (1988-1991)**

[Applicants apply from outside Canada]

YEAR	NOS
1988	771
1989	1295
1990	1656

LETTERS OF STANDING

**[Applicants from Other Canadian Provinces except
British Columbia & Saskatchewan]**

1990 = 2,768

In the course of the research project, it soon became evident that a number of stakeholders were involved in what at first appears to be a simple issue. For example, self-governing post-secondary institutions with teacher education programs, the Ministries of Education, Colleges and Universities, Citizenship, the Teacher Education Council, the Ontario Human Rights Commission, the Ontario Advisory Council on Multiculturalism and Citizenship, and the Council of Ontario Universities, the Council of Deans of Education, all have some concerns and powers related to the project's research scope.

Often one agency was unaware of what initiatives, if any, had been taken by another agency. Or one agency was not empowered to provide initiatives without

direction from another agency. For example, during the latter months of the project, it was discovered that both the Teacher Education Council (TECO) and the Ministry of Education had independently initiated surveys seeking information about admissions of under-represented groups to teacher education. It was apparent and stated unofficially that data banks were being created to provide the kind of information that was currently minimal or totally lacking. Some of the tasks appeared to be redundant.

Because of this multiplicity of stakeholders, the implicit interdependency, and the seeming lack of coordination, it is further recommended that:

RECOMMENDATION 7:

A coordinating, interministerial research unit be established that would vent, monitor, and coordinate all research pertaining to the social and educational aspects of human services in Ontario.

Such a coordinating unit is not to be an additional bureaucracy but rather the reallocation of human resources and finances from those agencies presently providing a degree of research service. In other word, such a unit would be the result of reorganization of the components within existing agencies. This unit should also have the mandate to create and coordinate a single data bank that might serve multiple purposes, e.g., identification of a pool of uncertified and certified persons of underrepresented groups.

This unit would provide:

RECOMMENDATION 8:

A clearinghouse with suitable data banks to monitor the flow of supply and demand in general and in particular for under-represented groups. Such a pool should include persons targeted from various sources, i.e., elementary, secondary, post-secondary schools, multicultural and community agencies, social and professional organizations.

In terms of actual admission data and procedures, it might be most appropriate for the Ontario Universities Application Centre to be contracted to provide relevant data.

We believe that if these recommendations are implemented with due regard and haste, the cause of educational equity and the needs of our increasingly pluralistic society will be substantially enhanced.

GLOSSARY:

Under-represented groups (minorities) =

First Nations People: status & non-status
natives, Inuit, Metis, aboriginal

Blacks: African American, West Indian, Canadian

Asian: East Indian, Vietnamese, Korean, Laotian,
Cambodian, Japanese, Pakistani, Fijian,
Filipino

Middle Eastern: Iranian, Arab, Lebanese

Oriental: Chinese, Hong Kong

Visa Students: on a visa for educational purposes,
considered as out-of-province enrollee

Citizen or Landed Immigrant:

the exclusive student population for this study.

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A CONSULTATION ON: ACCESS AND TRANSITION TO ONTARIO TEACHER EDUCATION BY UNDER-REPRESENTED GROUPS

Co-Sponsored by:

Ministry of Colleges and Universities
Ontario Public School Teachers Federation
Faculty of Education, University of Windsor
Ontario Advisory Council on Multiculturalism and
Citizenship.

Place: The Inter-Continental Hotel, Toronto, 9.30.91

As the final phase of the research project, it was decided that a consultation be held in Toronto in order to provide easy and inexpensive attendance for select invitees. This activity was supported by the original grant funds and facilitated by the support facilities of the Ontario Public School Teachers Federation. OPSTF had a impressive record of sponsoring conferences and funding research in the area of teacher education and under-represented groups.

Some 25 participants attended the one day consultation. They represented the Ministries of Colleges and Universities, Education, Citizenship, the Advisory Council on Multiculturalism and Citizenship, The Ontario Advisory Council on Universities, The Ontario Teacher Federation and affiliates, Education Registrars, The Ontario Universities Application Centre, The Teacher Apprenticeship Program of FEUT,

In order of presentation on the agenda, the following comments express the essence of the presentations and the interchange. Transcriptions were made from audio-tape. Accuracy is dependent on this limited process and the editorial license of John Meyer.

PROCEEDINGS

The President of OPSTF, Mr. Gene Lewis, introduced the plenary speaker, Ms. Juanita Westmoreland-Traore.

We are privileged to have with us Juanita Westmoreland-Traore, who has been appointed the first Employment Equity Commissioner. She has been a practising attorney since 1969; professor in Dept. of Legal sciences, University of Montreal (1983-1985); a Commissioner of Canadian Human Rights Commission.

Juanita Westmoreland-Traore:

Influences in my life in Canada: My mother was a teacher in Africa but could not get a job in Canada. My piano teacher, who was a native of Africa, spoke to her about challenges in life and broadened my vision.

Now a new challenge in Ontario as the Employment Equity Commissioner of Ontario, presently a Commissioner without a commission or legislation. The subject of Employment Equity is critical for Ont. society. congratulations for organizing seminar

I have work on Affirmative Action issues and recognized the impressive work of such organizations as the Ontario Teachers Federation.

The report with which we are concerned with today presents an alarming situation in Ontario. It reveals great underrepresentation/absence of minority groups. It, indeed, is a difficult mission to recruit and put teachers through the system and hope to transform it into a system that is an accurate reflection of our society.

Universities as the locus of teacher education in this Province have responsibility to educate teachers who will be role models for young people. They must provide equity for trainers and transition programs prior to admission into consecutive programs.

We note that there is a lack of counselling at pre-university, university and professional levels which is one major systemic deficiency/barrier. There is also a lack of vigorous outreach recruitment strategies resulting in inappropriate feeder pools.

We are all familiar with social change programs, yet the situation in university training is that there is a gap between what is required and what exists in teacher education institutions. You must work to infuse these attitudes into the system that transmits values from one generation to the next.

The report produced in 1988 on teacher education highlights the need for the diversity of teachers with respect to gender, and age. The government of Ontario has identified 4 groups: aboriginal communities,

disabled people, racial minorities and women. As groups they are socially disadvantaged in Ontario. They will be targeted for special legislation in the future.

My primary responsibility now is consulting widely on mandatory employment equity legislation so that a bill can be introduced into the legislature and passed. A consultation paper will be distributed shortly in order that you and others might share with the government your experience and your best recommendations for equity. I also appreciate you as teachers voicing your concerns as a result of the study prepared by Dr. Meyer so that your interest in employment equity will make a difference.

I encourage you to teach students as well as the community about this issue of equity. Try to dispel the myths. By grade 3 in school we see a marked change in children of minority groups - they are no longer as enthusiastic and rambunctious as when they came in. What happens to these kids? They become disciplinary problems. Why? Society requires that we reconsider our role as educators and that we examine what we judge to be equal treatment in the classroom.

We used to think that equal treatment meant identical treatment. One example from the workplace is that of maternity leave. In 1975 a woman applying for such leave was declared ineligible. Because of this case, the 1982 Canadian Charter of Rights and Freedoms guaranteed eligibility based on equality under and before the law. Identical treatment is not equal treatment. Equality may mean treating different people differently.

We need goals and timetables which take into account educational opportunities for people who can be mentored. One significant need in the education system is recognition of credentials and of equivalent experience in order to be admitted into a teacher education institution.

Accountability must be implemented so that we realize concrete results. It is also imperative that unions, parents, underrepresented groups create partnerships for the promotion of equity employment. Employment equity legislation will happen but we are very concerned and involved in the process that it will take.

It is my conviction that it will include an effective enforcement and monitoring process. It will cover public and private sectors and the four

designated groups. By means of the consultative process, other groups will be considered, e.g., the Ontario minority of Francophones.

The Ontario government is strongly committed to legislation that will be effective and workable. Consultation will attempt to address such questions as: Will numerical goals and timetables form an essential part of the process? Will all of the qualitative measures be mandated, e.g., for day care services? How will the guidelines be established? What are the responsibilities of the employers? In the union settings, how will things be negotiated? What is the best way to monitor EEL and to ensure that change takes place? What support do employers and other agencies need, particularly in training and education?

These are some areas in which we will be looking for recommendations. We want legislation to reflect what is current and what is workable. The circumstances in each work place should be taken into account as we produce the EEL. This is a daunting job, but there is a great amount of potential in the workplace. From an economic perspective, EEL will be profitable, in that workplaces will be able to take advantage of all the potential. They are apt not to refuse it for some arbitrary reason.

Another reality is that by year 2000, approximately 80% of new entrants into Ontario will be from one of the 4 minority groups. Future EEL will assist all stakeholders in adapting to this major change.

PANEL PRESENTATIONS

Ms. Margaret Wilson

[Executive Secretary of The Ontario Teachers' Federation and Chairperson of the Task Force on Admissions of the Teachers' Education Council of Ontario]

The task force looked at two specific areas: (1) a general ethnic category, and (2) native or aboriginal persons. The tables which are distributed to you put in context some of the recommendations made in our report. They highlight 2 issues: access of visible minorities to teaching, and, the status of teaching. (INCLUDE THE THREE TABLES ?)

We can infer at least two important results. The pool of candidates from visible minority groups may be very limited due to (a) insufficient post-secondary degree candidates, and (b) an apparently negative perception of the status of the teaching profession.

Visible minorities are well represented in the industrial sector, e.g., product fabricating. In the professions, visible minorities represent 23% of the nuclear engineers; 15% of the physicians; 12% of the physicists; 11% of the dentists. The percentage for teaching is a mere 4%!

Why does this situation exist? I would speculate that the causes are multiple. They are probably attitudinal and also systemic. We recommend that a central agency handle access to teaching for visible minorities. We need self-identification opportunities on application forms, generalized entry standards for all Ontario faculties of education including grade point averages, experience profiles, language proficiency, reference systems, bridging mechanisms, and minimum quota systems, i.e., 2% (natives), 9% (visible minorities).

Denis Lawrence:

[Registrar of Nipissing College University, and former Chair of admissions subcommittee of the Ontario Association of Deans of Education.]

One (David Pratt, Queen's Univ.) of the members of this subcommittee indicated that demographic data should be collected by a central agency. We devised a form but due to some financial constraints and the absence of legal protection, there has been no implementation of such a form.

APPLICANT PROFILE

1991/92

The Deans of all Ontario Faculties of Education have approved the inclusion of an Applicant Profile with the Teacher Education Application form in order to obtain information which could be used to help improve future selection processes.

THIS APPLICANT PROFILE WILL NOT BE USED IN THE SELECTION PROCESS AND DOES NOT REPLACE THE EXPERIENCE PROFILES REQUIRED BY SOME FACULTIES OF EDUCATION.

Completion of this portion of the TEAS form is voluntary.

1. How many months of fulltime work experience do you have? ____

2. How many months of teaching experience do you have?
Fulltime experience (24 hours per week or more) ____
Part-time experience (less than 24 hours per week) ____

3. Are you a member of the Aboriginal peoples of Canada?
Yes __ No __

4. Are you, by virtue of your race or colour, in a visible minority in Canada? Yes __ No __

5. What was the highest level of schooling completed by your
Mother: _____
Father: _____

6. Are you a single parent? Yes __ No __

7. Disabled persons

For the purposes of employment, do you consider yourself, or do you believe that a potential employer would likely consider you disadvantaged by reason of a persistent disability which relates to (check more than one if appropriate):

Vision	☐	Partially sighted	or	☐	Blind	
Hearing	☐	Hard of hearing	or	☐	Deaf	
	☐	Coordination or dexterity		☐	Speech	
	☐	Mobility	☐	Epilepsy	☐	Learning disability
	☐	Psychiatric disability	☐	Mental disability		
	☐	Other disability (specify): _____				

We need some reliable data about the presence and the number of applicants of underrepresented groups. We should know more about their geographical distribution and the number of school age children in what school systems.

At our institution we accept students on the basis of grade point average and special consideration for mature students and Native Canadians. An experience profile is not used because it discriminates against most candidates except upper-class white females.

We allocate 30 places for adults over 30 who may not have adequate grade point averages. That represents about 30% of our enrolment.

We have currently 41 native people which would be 1% of the provincial total. There were 15 places allocated for new Native candidates. This is public policy and stated on the application form. This year 31 applied and we accepted 16. Many Native applicants do not have a university degree so we train some of them over 2 years and they obtain a teacher certificate but not an academic degree.

There is a public perception that we are only accepting geniuses but that is a misperception. Our procedures are simple or uncomplicated. I think that the same should apply provincially. Identify those groups you want to let in, set up a policy to allow that to happen and then simply accept them.

JOHN MEYER:

[Professor, Faculty of Education, University of Windsor, Project Director for MCU research study, member of The Ontario Advisory Council on Multiculturalism and Citizenship.]

I recently returned from a meeting in Thunder-Bay, during which I learned from Native peoples and from Lakehead University personnel the concerns and programs of that particular population scattered in great distances.

I was impressed by both the comprehensive programs provided by Lakehead University to the Native/aboriginal communities and youth group of the Northwest Regional Multicultural Association. There are two models which should be supported and emulated when local needs demand.

The youth group have achieved impressive results by bringing together divergent groups such as Native youth, Francophones, and visible minorities. At teenage years, this experiment is reducing the staggering drop-out rate, providing counselling, and assisting in support groups in schools and communities.

My research over the past two years resulted in a "Report" which has not yet been published. It will be again edited after this consultation and distributed to you. I was assisted by a professor of psychology who cannot be here today since she just left on sabbatical for California.

Our first research problem immediately arose when we tried to determine how many natives and minority students both applied and were registered in three selected teacher education faculties. There was no documented means to determine such identities. Thus, for interview purposes we had to ask administrators and instructors in those institutions to request voluntary participation.

Given this experience, our first recommendation is to immediately redesign the application forms to teacher education so that a self-identification question is included. To our knowledge, this is not prohibited by the Ontario Human Rights Code. In fact, it is present on the 1991 and past Canadian census forms.

Another point I would make is that we cannot rely on the accuracy or completeness of census data. Natives and, perhaps, some visible minorities either will not provide this information or do so in inappropriate ways. I have been informed by executives of one Native association that the Ontario stats taken from Stats Canada are very incomplete. Furthermore, the 1991 data has not been released from Status Canada we are working with data of at least five years ago.

Another issue that merits serious concern and action results from the enormous fragmentation of bureaucracies and stakeholders in this province. For example, our project was nearing completion when we discovered that there were two other research studies being initiated with parallel concerns about admissions.

Another example of this fragmentation was found in determining the authority of the Ontario Universities Application Centre to change the application forms. That agency is the client of the Council of Ontario

Universities, a voluntary association of autonomous institutions. COU would have to make the decision but, apparently, there are still a number of universities unwilling to move in favour of such a change.

There is a need for timely resolution of these problems both at the local and the provincial institutional levels. Each year there is an admission of some 5000 students into teacher education at an approximately career life-time cost of \$2.5 million per teacher. Such a rapid preparation period has dramatic implications for the market and workplace. I do not think that we have the luxury to wait for what otherwise will be a snail's pace systemic change.

QUESTIONS FOR THE PANELISTS

Q. Is there a problem, legal or otherwise, with providing the opportunity to self-identify on the grounds of being of native or visible minority origin?

Juanita Westmoreland-Traore:

It seems that all of the panelists agree that it is feasible. Better modes of admission are needed. We need to address the more crucial issue of dropping out of earlier schooling for Natives. We can and should improve the provincial mix of visible minorities.
Denis Lawrence

Dennis Lawrence:

I am unaware that it might be illegal to ask students to self-identify voluntarily. It has never been questioned in my experience. There was a concern in the Dean's of Education subcommittee that the information might be used against the applicants. It would be necessary to ensure people that it would only be used to their benefit, not to their detriment.

John Meyer:

As I indicated, I could find no legal barriers to asking for self-identification on a voluntary basis. I am opposed to placing any minimum or maximum on applicants from targeted groups unless particular local circumstances dictate, e.g., Toronto might experience an exceedingly large number of such applicants since it reflects one of the three largest population areas for visible minorities in Canada.

Current statistical data from Stats Canada are not sufficiently representative of those types of populations.

I would favour directing all Native applications to one of the three special programs for Natives at Lakehead, Nipissing, and Queen's Universities. This would be more cost-effective and also enable Natives to at least be in limited environment of social similarities.

CONTRIBUTIONS FROM PARTICIPANTS

Winnie Wong: [Teacher Apprenticeship Program & Student in the Faculty of Education, University of Toronto.]

I will provide a brief experience of my role in the TAP initiative. In 1990 after being denied admission to the FEUT along with 8,000 other applicants, I completed an application form distributed by the North York Board of Education for their Teacher Apprenticeship Program.. Names of some 800 visible minorities had been submitted to the North York Board by the FEUT from a self-identification item on their Profile form. TAP chose 150 from a pool of 600.

I was accepted for an interview during which I answered, it seemed like, 1,000,001 questions. We were informed that they had a preference for visible minorities. The interview was conducted by one of the school principals involved in the program.

We are enroled and employed by the NYBE from September to December. We are apprentices for 15 hours per week at a school at \$10/hour. Then, the following September, we do our in-class sessions as well as our practicum while enroled in FEUT.

Dawn McKenzie-Williams: [Tap & FEUT] TAP]

Because of the absence of constant evaluation and pressure to achieve, I think that I learned more than in the FEUT program.

Jose Fernandes: [Race Relations Coordinator, York Region Board of Education.]

It appears that there are more demands made upon racial minorities to complete in two years what others are required to complete in a year.

Anne Miller: [Assoc. Dean of Education, FEUT]

Let me clarify. There are many visible minorities who enter FEUT on the first round and those who are from the majority group who do not get in first year. Everyone in the TAP is not a member of a visible minority.

Jose Fernandes:

I am still not convinced. We still do not have sufficient graduates from racial minorities. I suspect that racial minorities are still under-represented. If that is the case then there is something wrong with the system.

Don Maudsley: [Ministry of Education]

Our statistics indicate that some 13,000 teachers per year are entering profession of which about 4000 are coming from Faculties of Education. The other 9000 are transient, so we have a substantial number of people who are mobile. There are some 15-20% of those newly certified who do not seek teaching positions.

QUESTION:

In your research did you consider the impact of the "chill factor", i.e., the curriculum in the faculties and the environments in these institutions may not be attractive to racial minorities? Are there barriers to getting a teaching job that may be sufficient to deter people from applying in the first place?

Answer: (J. Meyer):

Items which referred to external factors affecting attitude toward teaching elicited, for the most part, negative responses. Minorities did not receive encouragement in the secondary schools, perhaps due to cultural barriers. Note that most school counsellors are not from minority groups. Candidates also didn't get encouragement from their peers, their siblings, their families or society in general.

One student came from a family of educators. In

her entire circle there was negativism about teaching. It appears that for the minority student there are a number of psychological barriers to admission. Of those who do go enter faculties of education, we noted that usually decided rather late in their postsecondary education, e.g., the 3rd or 4th year of university or during or after graduate work. Many already have graduate programs in specialities.

Norma McGuire: [Ontario Federation of Home & School Association]

My association represents three parent groups in Ontario: the public parents, the Catholic parents and the French parents. Recently we have gone through a process that looks at admissions in Ontario. We have discussed GPA's as the sole criterion for admissions. We parents do not feel that is the best way to select applicants. We have all experienced teachers who have come out with an A+ average, but who cannot relate to children. We believe that the personal qualities are far more important. GPA should be a minor part of admissions criteria, perhaps a maximum of 40% of the total score. Life experiences are important, but they need not only relate to work with children because some students must work at other places because of financial constraints.

Margaret Norquay: [Chair, Committee for Intercultural & Interracial Education in Professional Schools]

Our concern is that the curriculum in the professional school will be training for a clientele that the students will be serving. All professionals have clients from a variety of cultural backgrounds. Hence, professional schools should be providing an element of education that addresses this.

Karen Braithwaite: [Vice Chair, Organization of Parents of Black Children]

Since its inception in 1979, the Organization of Parents of Black Children has identified teacher education as a major problem. Their children are being adversely affected because of the under-representation of black teachers. Personal suitability for education is crucial and should be considered for selection. My kids have had teachers who are considered competent by the system but who are not kind or fair. They have been negatively affected by teachers through reduced self-esteem. We believe that a good teacher has to

love the subject but must also be able to communicate with children and like them.

There is a large dropout rate of black students. A study was conducted by the Toronto Board, called the Study of Black Students in Toronto Schools. Parents who went to the committee complained about teachers. They want to work with teachers because they have such a great impact on their children. It is important and necessary to have structural changes if we want to help children develop their self-esteem.

Dr. Claire Alleyne: [Chair, Ontario Assoc. of Education Registrars]

There is no intent nor can there be of any faculty of education to prohibit admission to any particular group based on gender or ethnic background. In fact, it is very unpleasant to have to deal with any perceived unfairness in admissions. In terms of using the grade point average, it is a two edged sword. If you are a parent and your child does not get in, then, of course, you do not agree with the use of GPA. On the other hand, we must be careful in not using a GPA because it is one way of improving the credibility and the professionalism of teaching. If people get in with low marks, what does that say about the attractiveness of the profession?

Today, we have not heard much about the special issue of the physical disabled nor the entire spectrum of disabilities. Let's not neglect to discuss the disabled people.

Ms. Darquise Leroux: [AEFO]

I am a teacher in French secondary school. Most of French teachers are from Quebec. Unfortunately, Quebec culture is not our culture here in Ontario. We speak the same language but the culture is different.

There is also the problem of a high mobility rate for these teachers from Quebec. They often do not stay in Ontario for more than a couple of years. Thus, there is a large turnover.

Tracy Williams-Shreve: [Supervisor of Race Ethics Relations, North York Board of Education.]

The GPA as a major or sole criterion induces candidates to use or beat the system by carefully

preparing for the exams. GPA's fall short of providing us with valid information for admission into teacher education.

QUESTION: If we admit minorities into teaching, how do we get them in the positions where they will be the most effective role models?
????

Answer: We offer them financial incentives to go to those locations, e.g., the James Bay area. One incentive would be in the form of travel grants. Another aspect is to get teachers who are genuinely interested in going and staying as opposed to leaving after a few years.

I question the assumption that it is necessarily bad that teachers leave teaching. You can go in and out of teaching fairly regularly. Thus, we have not necessarily failed if someone opts to leave the teaching profession.

QUESTION: How can we ensure there will be effective role models in the areas where they are needed?

Answer: (Margaret Norquay)

We are not talking about a "ghettoized" classroom. We should change the system so that children are exposed to a whole variety of role models. Children are quite perceptive and don't care about the colour of their teacher. They care if their teachers are good. You can have role models across the school system rather than in neat little packages for each specific school.

Comment: [John Meyer]

An immigrant from a South American country told me last week that for several years she has had a very difficult time locating a teaching job in Ontario. She taught for many years in her country of origin.

She was unaware of the procedure to obtain a letter of eligibility. There must be better dissemination of information throughout the systems. Many Native youth have been ripped from their communities and there is a problem with dealing with assimilation. Thus, you have to have some so that these Natives can remain rooted in their own communities as long as possible. Presently this may mean no more than 8-10 years of schooling before they

must relocated in the larger urban areas.

Some postsecondary institutions should be targeted as hosts for special groups such as native candidates, e.g., Nipissing, Lakehead, Queen's. Perhaps, contractual agreements should become the norm for teachers representing minority groups and those that wish to teach in those environments, e.g., the position is offered on agreement of a stay for x number of years. Of course, the salary and benefit package has to be appropriately inviting.

QUESTION: Comments made today suggest a better coordination of admissions. For example, using a single set of application forms and criteria. Would it be advisable to do this and to include on the application form a self-identification box for underrepresented groups?

Answer: John Meyer

I have strongly recommended your inference. I suggest that the current consultation process be downscaled because it seems to be a waste of time and money and an illusion of empowerment. For example, we know from recent statements that the First Nations peoples are tired of voicing their concerns through consultation and then no action taken. Citizens are becoming increasingly sceptical and cynical about government largely due to the lack of results. We are at a stage where there are more areas of the inability to control situations. Perhaps, we need more legislation.

QUESTION: What kind of model for a suitable aptitude test are you aware of which could be used in the admissions process to address the problem of under-representation in universities?

Answer: Margaret Wilson

The University of Saskatchewan has developed an instrument for admission into teacher education. In the U.S., Missouri uses an aptitude instrument, as do Scotland and Finland. However, I cannot comment on the effectiveness of any of these. It is done successfully in other parts of the world. While we are not sure that this will work in Canada, I think we should try it.

Given the freedom that each university has with admissions standards and processes, it is very difficult to assure a student that he/she has been

treated fairly. Fairness is a serious issue and its guarantee of application will depend on coordination across the system.

Answer/comments: Denis Lawrence

I question a lot of those assumptions. Most of the applicants do know very well how the admissions process works. I'm worried about so many suggestions and comments backed by so little information. For example, aptitude tests scare me also. I question the validity of the aptitude tests. In one sentence Margaret mentioned that she could not comment on the effectiveness of the instruments and in the next sentence she said that they are being used successfully. What, then, does successfully mean? Also, what is the definition of a successful teacher? Has any research been done on what schools produce the best teachers? I don't think so.

I'm also concerned about the suggestion of a centralized process. I doubt under the centralized process that we would have more than the 12% that is now our population of Native students. You can't fit people into neat little boxes. We can change the mix but we're still going to have a lot of unhappy people who do not get accepted. That's reality. It doesn't require a centralized bureaucracy and aptitude tests.

Answer/comments: John Meyer

I agree with many of the points made by Denis. I am not advocating central authority without certain conditions. The central agency would be limited by the tasks it would be required to do. Secondly, I agree that we do not have indicators that are in anyway confident. This uncertainty prompts another alternative, viz., a lottery system. That would not include targeted minority groups.

I have no confidence in the "profiles" that several faculties of education use in addition to the GPA. The questions often probe subjective and arbitrary responses. They are also subject to falsification though one study (Pratt, 1991) found that not to be the case. As for the GPA, it seems to be the easiest criterion to administer given the large number of applicants. But we know that there is considerable grade inflation and manipulation at both the secondary and postsecondary levels.

QUESTION:

What can be done to increase the pool of postsecondary students and graduates from underrepresented groups, particularly such groups that have a low proportion of students?

Answer: [John Meyer]

As my Report indicates, there has to be much more recruitment and transition initiatives. Perhaps, once more precise data is available of the school population of such groups, we can proceed to target such representatives. Students of some ethnic backgrounds have different learning abilities and styles that give them an advantage in the hard sciences. Others have a disadvantage due to learning and linguistic skills.

This is compounded both at the secondary and postsecondary levels when grades play almost an exclusive role in promotion and access. For example, students soon determine what courses to take if they wish to receive the highest marks. In some cases they are counselled to take them if they wish to improve their GPA. I have heard that it is often more difficult to enter teacher education than graduate studies. This has major implications. Such a practice is driven by the admissions mechanism that is in place.

Another suggestion is to determine the specific ethnic market needs for teachers and begin to address these needs on a systematic and timely basis. It is a type of streaming process that is useful in other careers. Again, self-identification procedures are necessary at all steps of the educational spectrum.

Answer: [Margaret Wilson]

I think it is possible to predict the needs for teachers over a five year period, but very few Boards of Education do that. We should be able to do it because the data base is there. It simply is not used. I think some groups can be targeted and that they should be targeted in high school.

Answer: [Denis Lawrence]

The orientation to teaching programs at Nipissing require that potential teacher education candidates take certain courses including maths and science. They also carry with them a guarantee that as long as they

maintain a B average, they will get accepted into teacher education. Other faculties are doing similar sorts of things.

Answer: [Margaret]

This problem of grading begins in the high school. They know which subjects generally give them the best marks. They know that the universities only look at GPA and they will do anything to get their average up. The cynicism is built in much earlier so you can't deal with that when the students arrive at university. This is because we have treated students as if they're numbers for the last 20 years.

GROUP WORK ON ACTION PLAN

Groups of 4-5 participants were asked to work on at least two recommendations for any of the stakeholders. They were requested to generate alternatives and possible revisions of the recommendations listed in the Meyer Report.

GROUP A.

1. That there be immediate inter-Ministerial sponsored research to provide demographic data concerning:

- existing teaching force
- applicants to teacher education
- registrants in teacher education
- school populations
- regional demographics
- employment and retention

On the basis of the above research, that targets, goals and time-lines be established.

2. That concerted efforts be made to determine those factors affecting decisions of various target groups to enter teaching and to provide programs in schools and society to deal with those factors effectively.

3. That teaching needs to be "marketed" for under-represented groups so that they realize that there is a need and a place for them in teaching.

4. Prescribed curriculum related to intercultural issues and communication should be included in all education programs.

GROUP B.

1. Recruitment: teaching career orientation must begin as early in the elementary school program as developmentally feasible. It should involve partnerships with parents, peers, public relations, school counselling, and intercultural associations.

With respect to specific recruiting issues at university and post-university level, there is a need for adequate, coordinated information. Information overload exists and can turn second-language candidates off. Presently, there may be specific directives in university calendars, but they are difficult to understand. Such communication should be standardized.

2. Transition: need facilities and programs that meet the cultural, linguistic, academic, and financial needs of minority groups. In universities and colleges, there are counselling and placement services in place that should be utilized without considerable outlays of capital. Integration of services should be a priority.

3. Certification alternatives: consider other modes of certification than the traditional mode. Some similarities with the TAP currently in place in the metro Toronto area. Perhaps Boards and OTF should play a greater role in programs leading to certification. Not necessary that a B.Ed be tied to certification.

Our existing modes of delivery are partially outdated. One alternative might be a two-year program in the field. We need more of the stakeholders involved and pressuring for change.

GROUP C.

1. Boards be allowed to view applications.
2. Boards be allowed to hire "on condition" of needs.
3. Faculties of education should allocate one-third of student spaces to Boards' needs and selection.
4. Admissions criteria should reflect identified needs, i.e., visible minorities, curriculum needs,

males in the primary grades, etc.

5. Faculties be consistent in the method of calculating grades point averages.
6. Concur with recommendations # 1, 6, 7, 9, as per Meyer's Research Project Report.
7. Government take initiatives to provide support and opportunities for candidates with physical disabilities to access teacher education and be successful in the career.

GROUP D.

1. Recruitment: Boards of Education should initiate policies and procedures to ensure under-represented groups express/develop an interest in pursuing a career in teaching through:

-mentoring programs developed at both school and system levels & use of existing role models from under-represented groups;

2. Research: undertaken to identify existing efforts in order to avoid duplication and promote cost-effectiveness. Data of target group applicants be kept. Research be undertaken to identify and remedy attitudinal blocks to teaching careers.

3. Transition: innovative programs continue in tandem with such research;

-that barriers to full teaching participation by supply teachers from certain racial minority groups be removed; over-representation of some minority groups in supply teaching pools; should consider incorporating these teachers into full-time teaching positions.

-that innovative models such as that in place at Nipissing be used to construct other programs with similar mandates;

-The Equity office initiate a process to collect data on under-represented groups for the Admissions Centre;

-That any perceived barriers of discrimination within the faculties of education be identified and removed. Want to know what happens to under-represented persons who get accepted into a Faculty of Education. How do

we classify good language ability? There is a concern that the quality of the program decreases when VMs are accepted.

AT THIS POINT, THE PARTICIPANTS EXPERIENCED SOME DISCOMFORT IN ATTEMPTING TO ARRIVE AT A CONSENSUS ON ALL THE RECOMMENDATIONS. HENCE, IT WAS LEFT TO JOHN MEYER TO EDIT THE REMARKS AND WRITTEN REPORTS OF THIS DISCUSSION USING ADDITIONAL COMMENTS SUCH AS:

Geraldine Gillis: [Canadian Teacher's Federation]

I think we have consensus on the need for:

- accurate data/ statistics; reasons why particular groups do not want to pursue teaching;
- recruitment efforts throughout the province;
- cooperation of teacher education faculties on standardization of GPAs;
- special assistance to individual students according to their special needs.

Karen Braithwaite:

We agree on the general principle that some groups are under-represented.

Don Maudsley:

Ministry of Education has developed a predictive model for supply of teachers, but they don't collect data on under-represented groups. We could probably come up with the data.

Appreciation was expressed by Gene Lewis and John Meyer to the participants and to the moderator, Joe Atkinson, and to the OPSTF facilitator, Mr. David Kendall. Copies of the revised document will be distributed to all the participants.

SYMPOSIUM
ACCESS AND TRANSITION TO ONTARIO TEACHER EDUCATION
BY
UNDER-REPRESENTED GROUPS

HOTEL INTER-CONTINENTAL TORONTO

SEPTEMBER 30, 1991

A G E N D A

- 8:30 a.m. Registration
 Coffee and Muffins
- 9:00 a.m. Welcome and Introductions
 G. Lewis - President of OPSTF
 J. Meyer - University of Windsor
- 9:15 a.m. Keynote Address: Juanita Westmoreland-Traore
 Employment Equity Commissioner
- 9:45 a.m. Panel Presentation
- ♦ Margaret Wilson, Secretary-Treasurer, OTF
 - ♦ Rebecca Maki, Member of Ontario Advisory
 Council on Multiculturalism & Citizenship
 - ♦ Denis Lawrence, Registrar, Nipissing
 University College
 - ♦ Dr. J. Meyer, Faculty of Education
 University of Windsor
- 10:30 a.m. Refreshment Break
- 10:45 a.m. Reaction to Panel Presentation
- 12:00 LUNCH
- 1:30 p.m. Strategies to Enhance Access
- 2:45 p.m. Refreshment Break
- 3:00 p.m. Action Plan for Access
- 4:00 p.m. Adjournment

RATIONALE

The Teacher Apprentice Program (T.A.P.) is a joint venture of the Faculty of Education, University of Toronto and several Boards of Education in Ontario. The North York Board of Education initiated the T.A.P. program and currently has 50 T.A.P. students (30 elementary/ middle and 20 junior high/ secondary placements).

The program is designed to meet a number of North York recruitment needs: namely, males in primary grades; females in non-traditional teaching roles; visible minorities; French immersion teachers; and teachers for specific subject needs. As well, in a period of heavy application for the Bachelor of Education program, it offers highly qualified applicants a program of mentored in-class experience that supports their admission to the Faculty of Education in the following year.

The process for admission to T.A.P. begins in the spring following first offers of admission to the Bachelor of Education program, Faculty of Education, University of Toronto. The Faculty mails information provided by the North York Board of Education to candidates who were not admitted to F.E.U.T. but who, in consultation with North York staff, are admissible and are eligible for the Teacher Apprentice Program. These candidates are invited to attend an information meeting and submit their résumés. North York screens all applications and interviews selected candidates. These candidates are also screened by the Faculty of Education.

Successful candidates are placed in North York schools for four months (September - December). During that time the T.A.P. student will spend time observing (during direct instruction by) the host teacher. The apprentice can help the host teacher clarify instructions, extend ideas, and generally be available for students who request assistance. The host teacher may assign small groups of students to the apprentice and, when appropriate, the T.A.P. student may be given the opportunity, under direct supervision of the host teacher, for larger group instruction. The host teacher will critique the lesson and provide valuable insights to the apprentice. As well, the host teacher will spend time discussing guidelines, lesson planning, classroom management, teaching skills, teaching strategies and child / adolescent development with the apprentice.

The T.A.P. student is also involved in a professional growth program which supplements and supports classroom experiences. This program is provided by North York principals and teaching staff and offers the apprentice an opportunity to marry practice with theory and research while associating with successful practitioners.

The Teacher Apprentice Program is a unique, cooperative venture that has provided the profession with many highly trained, successful teachers who are beginning a continuum linking pre B.Ed. experience with B.Ed. Induction (the first two years of teaching) and continuous inservice growth.

PARTNERS IN THE PROCESS

- ☆ Introduce yourself to the T.A.P. student(s) and inform them that you will need, in addition to their name, their :

1. address,
2. social insurance number (S.I.N.),
3. the name of their host teacher,
4. their subject of specialization (for secondary apprentices only),
5. their timetable and the timetable of the host teacher.

- ☆ You will receive a memorandum outlining the method of payment for T.A.P. students. Please explain the details to each T.A.P. student in your school.

* Rate of pay: \$ 10.00 / hour

* Hours per week : 15

- ☆ Advise host teacher(s) to report any absences of the apprentice to you.

- ☆ Organize a means of communication with the apprentice. The easiest method is to assign the apprentice a mail box. Ensure that the apprentice receives all information that a regular staff member would receive.

. The School Secretary

The apprentice should spend time developing a personal philosophy of education through self-reflection and discussions with the host teacher about various aspects of the teaching profession such as:

- * curriculum guideline implementation,
- * lesson planning,
- * record keeping,
- * classroom management techniques,
- * teaching strategies,
- * provisions made for the exceptional student,
- * child development,
- * communication with students, parents and other staff, and
- * addressing the needs of ESL students.

In addition, efforts should be made by the apprentice teacher to develop insights into the effectiveness of various teaching strategies and the employment of self-evaluation.

The North York Board will schedule a number of professional workshops throughout the T.A.P. program to enhance the apprenticeship experience. Attendance at these workshops is compulsory.

C. The Teacher Apprenti



TEACHING IS REACHING

THE NEXT GENERATION

SCCTR
 South Carolina Center
 For Teacher Recruitment

Teacher Cadet Course and Field Experience Requirements

For additional information, see the handouts *The SCCTR Teacher Cadet Program: Our History and Our Goals*, *Criteria for Participation in the S. C. Center for Teacher Recruitment Teacher Cadet Network*, and *Fundamental Teacher Cadet Curriculum Components*.

COURSE REQUIREMENTS

- (1) Students will attend a daily one-period class for a minimum of one semester. Classes will consist of lecture, videotaped lessons, role playing, problem solving, decision making, and observation activities.
- (2) The school and college partner, where applicable, agree to include the elements described in the Center document "Fundamental Teacher Cadet Curriculum Components."
- (3) Students will observe and participate in public school classrooms in which they are not enrolled. During these observations, students will collect data on the school environment, the students, the teachers and student/teacher interactions.
- (4) Students will interview various personnel in the educational system and will learn their responsibilities (e.g., superintendent, principal, curriculum coordinator, school board member, guidance counselor, special education teacher, psychologist, speech therapist, etc.).
- (5) Students will discuss both positive and negative aspects of teaching as a career. They will complete and discuss self assessments in order to obtain clear pictures of their personal interests and abilities.
- (6) Students will learn about career opportunities and receive information about the South Carolina Teacher Loan and other college support options.

FIELD EXPERIENCE

All students are required to observe and/or participate in classrooms at the primary/elementary, middle/junior high and secondary levels. It is suggested that provisions be made to have field experiences with a variety of special education classes and pre-school children (e.g., public school programs for four year olds, day care centers, and nursery schools).

Observations and field experiences should be structured and they should be based on specific objectives. Prior to these observations, students should be trained in observation skills (e.g., collecting data, making inferences, and drawing conclusions). Cadets should continue to attend their TCP class at least two days a week during the field experience in order to plan and process their experiences.

Types of teaching and observing experiences may include, but are not limited to the following: peer tutoring; tutoring; serving as an assistant to a master teacher; planning and teaching lessons to a small or large group of students; serving as a laboratory assistant.

7/2/90

PROGRAM GOALS

The Teacher Cadet Program is considered an introduction or orientation to the teaching profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career. Although the course is taught at a college freshman level, the curriculum includes simulations and other "hands-on" activities designed to excite students about teaching.

Students are exposed to teaching careers and the education system through class discussions, observation and participation in public school classrooms, and interactions with successful administrators and teachers. An important secondary goal of the program is to provide these talented future community leaders with insights about schools.

CRITERIA FOR PARTICIPATION

The Center provides grants of up to \$1,500 per site to support the program. This grant provides support for the class, for teacher training and materials, and for college involvement. Schools may enter into a partnership with a college, or they may choose to operate independently. Independent sites receive financial support for speakers, etc.

In return for the grant support and the support of the Center staff during the year, high schools and colleges agree to meet the following criteria. All students enrolled in the Teacher Cadet Program must

- * have a GPR of at least 3.0 on a 4-point scale
- * be enrolled in college prep courses
- * be recommended by at least three teachers.

In addition, schools must meet the minimum class enrollment figures as set by the Center. Classes range from 6 to 25 students, depending on school size.

THE TEACHER CADET PROGRAM CURRICULUM

After the first successful year of implementation, the Center initiated plans to expand the Cadet network throughout the state. Due to the large number of schools that were interested in the program and especially as the program expanded into rural districts, it became clear that the intense college partnerships would not be possible in every site. With the thought in mind, the Center developed plans for a model curriculum for the Cadet Program that teachers could use independently or with limited college support.

The Center invited Dr. Kenneth Bower of the College Of Charleston to develop a model curriculum. Working with Cadet teachers, Bower produced an impressive 600-page document, *Experiencing Education*. The curriculum is divided into three strands which allows the Cadets to focus on the learner, the schools and the teachers, and it has proven to be extremely successful in accomplishing the program goals.

PROGRAM EVALUATION

National research data indicate that a very small percentage of students (3-6%) with grades in the 3.0-4.0 GPA range have interest in teaching as a career. In the face of this grim statistic, the Teacher Cadet Program is attracting unprecedented numbers of talented young people into teacher training.

The University of South Carolina Educational Policy Center has completed annual evaluations of the Cadet program's first four years of operation. The results confirm that the Teacher Cadet Program is successful in attracting academically able students. An impressive average of 35 percent of the students who have taken part in the Teacher Cadet Program plan to enter teacher training in college. Their average SAT scores was almost 200 points higher than the average of all S. C. college freshmen indicating plans to major in education.

*For more information, contact Betsy Dyches, Teacher Cadet Program Coordinator, at 1-800-476-2387
Our mailing address is S.C.C.T.R., Canterbury House, Rock Hill, SC 29733*



Dream Quest The ProTeam Curriculum

Overview

In early August 1989, SCCTR completed work on a pilot curriculum for the ProTeam program. Dr. Kenneth Bower, an education professor at the College of Charleston and author of the SCCTR Teacher Cadet curriculum, served as primary author. Jackie Stanley screened Bower's work and developed additional materials; John Norton served as editor and desktop publisher. The 140-page *Dream Quest* curriculum stresses four curriculum strands:

- ◆ Building Self-Esteem
- ◆ Developing Group Skills
- ◆ Learning What it Means to Help (and Teach)
- ◆ Building a Vision of a Professional Future That Might Include Teaching

The *Dream Quest* curriculum is a four-pronged approach that will take middle school youngsters from knowledge of themselves to the knowledge they will need to set personal goals and pursue them to realization.

Unit One: "I Know Myself" is a series of activities designed to analyze the variety of ways that we come to know who we are.

Unit Two: "There's Always Somebody That You Don't Like" explores the most productive ways to work in groups, even when there's somebody you don't like in the group.

Unit Three: "Help!" provides activities through which students will consider what it means to help others.

Unit Four: "I Also Have a Dream" uses Martin Luther King's famous speech as a springboard to study the pursuit of dreams - particularly the dream of attending college.

Several of the 1989-90 pilot sites asked the Center to develop an optional 18-week ProTeam curriculum because of the course's popularity with students. During the summer of 1990, the curriculum writing team met this request by adding more teaching and community activities. The team also carried out minor revisions of the existing curriculum, based on the recommendations of pilot site teachers.

In addition to the *Dream Quest* curriculum, there is a club activities handbook. The handbook is designed to be used as a follow-up to the *Dream Quest* curriculum. Schools are encouraged to implement a ProTeam club at the completion of their 9-week or semester class.

OKLAHOMA MINORITY TEACHER RECRUITMENT CENTER

HISTORICAL BACKGROUND OF THE OMTRC

The Oklahoma Minority Teacher Recruitment Center concept was developed in May, 1989, by a Special Committee on Minority Needs Assessment in Common and Higher Education.

The committee was established by Representative Danny Williams. He selected committee members made up of professional educators from higher education, public schools, community leaders, and special interest groups, which included representatives from different ethnic backgrounds who are committed to the concept of equal educational opportunities for all students.

The Committee developed a plan and submitted it to Task Force 2000. The 1989 concept was incorporated into the Special Legislative School Reform Act, House Bill 1017.

The Center in its legislative design is to be operated by the Oklahoma State Regents for Higher Education, but funded through the state Department of Education. The Center is a collaborative project between the Oklahoma State Regents for Higher Education and the State Department of Education.

NECESSITY OF ESTABLISHING THE OMTRC

Oklahoma is one of the states among several that has a diverse and pluralistic culture. Oklahoma has the second largest number of Native

Americans of any state in the country. In addition, African Americans, Hispanics, Asians, and other language and cultural groups have also settled throughout the state.

Minorities make up 25% of the student population in Oklahoma public schools, while only 7% of the teachers are minorities. Research has shown that the absence of representative members of minority teachers and administrators in a pluralistic society is damaging because it distorts reality for children. It also sends a message to all students that teaching is off limits to minorities. The absence of minority teachers deprives students of access to successful minority role models.

In addition, other students benefit from the opportunity to experience minority teachers. Interaction with minority teachers results in increased familiarity with minorities in professional roles

Integrating teaching staffs within a school provides students with opportunities to witness cooperative and harmonious interaction between non-white and white teachers of equal status. Of course, the integration of teaching staff cannot be achieved in the absence of minority teachers.

The Oklahoma Minority Teacher Recruitment Center is considered an effective method to meet the challenge of preparing our minority students in the workforce for the next generation.

THE PURPOSES AND GOALS OF THE OMTRC

The purposes of the Center are to recruit, retain, and place minority teachers across the state of Oklahoma. Based on House Bill 1017, the Center is also responsible for the following goals:

1. To provide support services to teacher training programs at the appropriate state institutions.
2. To provide assistance in the development and implementation of standards for effective multicultural teacher training as required in Section 51 of House Bill 1017.
3. To provide information at the high school level relating to the establishment of recruiting programs for potential minority teachers.
4. To provide in-service training designed to improve professional practices that effect the recruitment and retention of minority teachers.
5. To provide activities and information to public or private schools in Oklahoma which will enhance the image of the teaching profession.
6. To establish programs that provide students in high school and middle school opportunities to learn about the teaching profession and provide access to university staff or other successful minority role models.

THE CENTER ADDRESSES TEACHER SUPPLY NEEDS

The Center, with the aid of its own research staff, the South Carolina Teacher Recruitment Center, and National Scholars, will develop and implement a series of programs aimed at addressing the

problems of minority teacher supply. Some of these programs are:

1. Teacher Vita Bank
2. High School Programs
3. Middle School Programs
4. The College Support Services
5. Conferences and In-Service Programs
6. Multicultural Education Training
7. Volunteer Programs

SPECIFIC FUNCTIONS OF THE OMTRC PROGRAMS

Each program has its own function and plays an important role in the operation of Center. A brief description of each programs follows:

(1) Teacher Vita Bank Program

The program will play a crucial role in placing minority teachers across the state of Oklahoma. The Center will advertise and compile general information of candidates who are interested in a teaching or administrative position in the state of Oklahoma. This information will be sent to requesting school districts that have an interest in employing minorities.

(2) High School Programs/Teacher Cadet Program (HSP/TCP)

These programs will be offered to high school juniors and seniors. It is considered an introduction or orientation to the teaching profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career. The curriculum includes simulations and other "hands-on" activities designed to excite high school students about teaching.

sign a contract with the teacher and work to improve their grade point average. In addition, the programs will also allow school districts to tailor the program to meet their needs or to integrate the curriculum with existing programs.

(3) Middle School Program/The Pro-Team Program

These programs will be offered to middle schools students who have an interest in the educational system. The programs provide students opportunities to access their personal interest, and to experience the teaching act. It also provides access to university staff and other role models, which will nurture their interest in school and inspire them to pursue a college degree.

Students of either programs are required to study the *DreamQuest* Curriculum developed by Jackie Stanley and John Norton.

The 140-page *DreamQuest* curriculum is a four-pronged approach that will take middle school youngsters from knowledge of themselves to the knowledge they will need to set personal goals and pursue them to realization.

■ Building Self-Esteem

Unit One: "I Know Myself" is a series of activities designed to analyze the variety of ways that we come to know who we are.

■ Developing Group Skills

Unit Two: "There's Always Somebody That You Don't Like" explores the most productive ways to work in groups, even when there's somebody you don't like in the group.

■ Learning What it Means to Help (and Teach)

Unit Three: Help! provides activities through which students will consider what it means to help others.

■ Building a Vision of a Professional Future That Might Include Teaching

Unit Four: "I Also Have a Dream" uses Martin Luther King's famous speech as a springboard to study the pursuit of dreams - particularly the dream of attending college.

To participate in these programs the students must meet the following criteria:

- Have a minimum grade-point average of 2.0 on a 4.0 scale;
- Be recommended by at least three teachers/administrators

Students also work with friends and younger students in "teaching-like" situations where they build self-confidence and an interest in the teaching act. The youngsters will leave the course of club experience with a better understanding of career options (including teaching) and of prerequisites for college admission.

In addition to the *DreamQuest* curriculum, there is a club activities handbook. The handbook is designed to be used as a follow-up to the *DreamQuest* curriculum. Schools are encouraged to implement a club at the completion of their 9-week or semester class.

Extended Field Experience

Opportunities for students to observe and model teachers are built into the curriculum. Specific activities allow each student to participate in teacher-like experiences. The teachers are encouraged to utilize all opportunities to connect these students with good teachers and teaching skills. Our aim is to expose the students to the excellence and professionalism

class at least two days a week during the extended field experience in order to plan and process their experiences.

Types of teaching and observing experiences may include, but are not limited to the following: peer tutoring; tutoring; serving as an assistant to a master teacher; planning and teaching lessons to a small or large group of students; serving as a laboratory assistant.

Course Requirements

- (1) Students will attend a daily one-period class for a minimum of one semester. Classes will consist of lecture, videotaped lessons, role playing, problem solving, decision making, and observation activities.
- (2) Students will observe and participate in public school classrooms in which they are not enrolled. During these observations, students will collect data on the school environment, the students, the teachers and student/teacher interactions.
- (3) Students will interview various personnel in the educational system and will learn their responsibilities (e.g., superintendent, principal, curriculum coordinator, school board member, guidance counselor, special education teacher, psychologist, speech therapist, etc.)
- (4) Students will discuss both positive and negative aspects of teaching as a career. They will complete and discuss self assessments in order to obtain clear pictures of their personal interests and abilities.
- (5) Students will learn about career opportunities and receive

information about the Oklahoma Teacher Loan and other financial aid options.

THE TEACHER CADET PROGRAM A Brief History

The Teacher Cadet Program is a program which the Center has adopted from South Carolina. It originated in a small but innovative program at Conway High School in Horry County School District. In the late 1970s, foreign language teacher Bonner Guidera began using part of her planning period to work with a few of Conway High's outstanding students. The students--all of whom had an interest in learning more about the art and craft of teaching--were given opportunities to tutor high school students and to work as aides in the elementary schools.

In 1984 Ms. Guidera and two fellow teachers decided to seek a grant from the Carnegie Foundation for the Advancement of Teaching to expand their informal effort into a structured course available to high-achieving students. The teachers submitted a grant application for a "Cadet Teacher" program, using a description from Carnegie Foundation literature, which drew from Carnegie president Ernest Boyer's 1983 book *High School*.

Although the Conway grant proposal was not funded by Carnegie, the idea of a Cadet course attracted the attention of Dr. Jim Rex, then dean of the Winthrop College (S.C.) School of Education. Using a special appropriation, Winthrop had established a teacher recruitment task force in 1984 made up of representatives from most of the state's colleges and educational associations. The task force was looking for worthy projects

(4) The College Support Services

The Center will provide all Oklahoma state institutions support services which include assistance in enhancing the programs of recruiting and retention of minority teachers. The Center also provides information relating to the teacher training of multicultural education.

(5) Conference and In-Service Programs

The Center will host conferences and provide in-service training to school districts and to other agencies to increase their awareness of recruiting and retaining minority teachers and enhancing the teaching image.

(6) Multicultural Education Training

The Center will work cooperatively with the Oklahoma State Department of Education in implementing and providing training in multicultural education to public schools, professional organizations, and state institutions that need the assistance.

(7) Volunteer Programs

The Center will develop a pool of consultants who are willing to volunteer their time to speak to students in the High School/Teacher Cadet Programs and the Middle School/Pro-Team Programs or to participate in the activities sponsored by the Oklahoma Minority Teacher Recruitment Center.

EXPECTED ACHIEVEMENTS OF THE OMTRC

The Center's ambitious programs are designed to address the following issues:

1. Both the short term minority teacher supply issues and the long term teacher quality issue.
2. The improvement of programs in recruiting and retaining minority teachers in Oklahoma.
3. The improvement of minority student enrollment in all Oklahoma state institutions teacher training programs.
4. To decrease the drop-out rate of minority students.
5. To enhance the teaching image.
6. To increase teacher awareness of the cultural sensitivity of these diverse students.

WHO WILL RECEIVE OMTRC SERVICES?

Services will be provided to the following persons and agencies interested in the recruitment, retention, and placement of minority teachers across the state and the education of our minority students in the State of Oklahoma.

- Administrators
- Teachers/Professors
- Counselors
- Paraprofessionals
- Other school personnel
- University personnel
- Parents
- Community groups
- Agencies

MULTICULTURAL TEACHER DEVELOPMENT PROJECT

For approximately three years, The Multicultural Teacher Development Project, MTDP, was nothing more than an ambitious idea. MTDP gradually evolved from a concept into a reality. September of 1989 finally saw the implementation of the MTDP with a beginning class of eight students.

In retrospect, the demographics of this first group were very unique. All eight were female, all but one were enrolled in the elementary licensure program, and four of the students had three or more children. Their ethnic backgrounds broke down into two Chicano/Latinos, two Native Americans, three Asian Pacific Islanders and one African American. Three of the eight have since graduated and all are currently employed by the Minneapolis Public School District. In retrospect, our first year served as an exploratory year, trying to define MTDP as well as address the needs and concerns of the students. Based upon the demographics of the original eight members, childcare and daycare availability/affordability were major concerns. Like individual personalities, the group forged a distinct character, molding and shaping the direction of the Project.

The current MTDP group is composed of 22 students, encompassing a variety of initial licensure programs including elementary, math, second languages, English as a second language, and business education. Ethnically, the current group is more diverse, with nine Asian Pacific Islanders, seven African Americans, three Native Americans and three Chicano/Latinos. The gender balance of this group is also more equally distributed to include thirteen females and nine males.

To date, MTDP has focused on the experiences of minority students at a majority institution; job search strategies; and various outreach activities within the Twin Cities community. They have also begun to network with the Human Resource departments of both St. Paul and Minneapolis school districts.

In addition to the professional development component of MTDP, there is also a significant amount of peer advising among the students as well as strong comradery, a sense of belonging. The students serve as checks and balances for one another, providing a place to ask questions, confront worries and gain valuable feedback from one another. MTDP is also beginning to build important bridges with the educational community on a local level. We are presently involved with two secondary-based high school programs that work specifically with students of color who are interested in teaching. MTDP members are proving to be excellent resources as well as positive role models for these long-term prospective students.

MTDP PROFILE

MTDP OBJECTIVES

To ensure that our students experience a supportive, personalized environment where faculty/student interaction and intensive peer contact shape the educational experience. To promote and foster a sense of community and peer support and to encourage the leadership and professional development of each student.

PROGRAM HIGHLIGHTS

- Recruits persons from Asian Pacific, African-American, Chicano-Latino, and Native American backgrounds into initial teaching licensure programs
- Offers individual advising and peer support
- Provides non-need-based scholarships
- Facilitates networking with local elementary and secondary schools

ACADEMIC OFFERINGS

- The college offers undergraduate and M.Ed.-track programs for initial licensure at the elementary and secondary levels
- Licensure programs are available in the following educational fields: agriculture, art, business, early childhood, English, elementary, home economics, industrial, marketing, mathematics, music, physical education, science, second languages & cultures, English as a second language, social studies, and vocational-industrial.

HIRING OPPORTUNITIES

Initial licensure programs range in length from 12 to 18 months; students graduate in June and December of each academic year. We encourage prospective teachers to begin interviewing three to four months prior to expected graduation dates.

For more information on the Multicultural Teacher Development Project and our teacher candidates, contact:

Susan Slater, MTDP Coordinator
College of Education
1425 University Avenue S.E.
University of Minnesota
Minneapolis, MN 55414
612/625-1550

The MTDP Scholarship is awarded to those individuals who are committed to providing a multicultural teaching force. A limited number of scholarships up to \$1,000 each will be awarded for the 1990-91 academic year, based upon demonstrated leadership skills and commitment to participate in the MTDP.

WHO IS ELIGIBLE:

The MTDP scholarship program is funded by the College of Education specifically for students of color enrolled in an initial licensure program at the University of Minnesota.

HOW TO APPLY:

For additional information, contact Susan Slater at the Educational Student Affairs Office (625-1550).

Applicants must be admitted students in an initial licensure program within the College of Education.

QUALIFICATIONS/CRITERIA:

Applicant should demonstrate and possess strong leadership skills.

Be admitted in an initial licensure program within the College of Education

Be willing to serve as a student representative for the College of Education to community organizations (not to exceed 10 hours per any quarter).

Assist E.S.A.O. in improving the support services for preparing teachers of color.

Act as a peer advisor for prospective or enrolled College of Education students.

Attend bi-quarterly MTDP meetings.

Candidates will be awarded scholarships on the basis of a personal statement of purpose, demonstrated leadership ability and their commitment and active participation in supporting other students of color in pursuing teaching careers.

Towson/Meyer/Alexitch
February, 1990

Faculty of Education Demographic Survey

1) a) Gender (Check one): Male _____ Female _____

b) Age: _____

2) Academic Background:

a) Where did you obtain your undergraduate degree:

b) Undergraduate Average Grade (Circle one):

A+ A A- B+ B B- C+ C C- D+ D D- F F-

c) Undergraduate Program (Check one):

General B.A./B.Sc. _____

Honours B.A./B.Sc. _____

Other (Specify) _____

d) Undergraduate Majors: _____

e) Did you attend university: Full-Time _____ Part-Time _____

f) How many years did it take you to complete your Bachelor of Arts degree (Circle one):

1 2 3 4 5 6 7 8 9 10

g) Type of undergraduate financial support (Check all categories that apply):

Parents _____

Full-Time Employment _____

Part-Time Employment _____

Scholarship(s) _____

OSAP (Student Loans) _____

Other (specify) _____

3) Ethnic Background:

Could you please describe your own ethnic background
(e.g., Black Canadian, Ukranian-Irish, East Indian from
South Africa): _____

4) Faculty of Education Experience:

a) What program are you currently enrolled in? (Check one)

Primary-Junior _____
Junior-Intermediate _____
Intermediate-Senior _____

b) Which of your Faculty of Education courses include information
on multiculturalism in the classroom? (Check all that apply):

Compulsory Courses:

_____ 80-204
_____ 80-205
_____ 80-300
_____ 80-499

Junior-Intermediate Courses:

_____ 80-301
_____ 80-312
_____ 80-313
_____ 80-314
_____ 80-315
_____ 80-316
_____ 80-317
_____ 80-318

Primary-Junior Courses:

_____ 80-301
_____ 80-302
_____ 80-303
_____ 80-304
_____ 80-305
_____ 80-306
_____ 80-307
_____ 80-308

Intermediate-Senior Courses:

_____ 80-322
_____ 80-323
_____ 80-324
_____ 80-325
_____ 80-326
_____ 80-327
_____ 80-328
_____ 80-329

Other Courses (Please include course number and/or title):

c) Would you have liked more information? ____ YES ____ NO

If yes, what kind of information?

5) Future Plans:

a) What subjects/grades would you like to teach?

b) What kind of school would you like to teach in
(e.g., public, private, separate; urban, rural; large,
small)?

c) Briefly describe your reasons for choosing teaching as a
career:

Thank you for your time and cooperation.

PARTIAL SAMPLE

A Model for Access and Transition into Teacher Education for Targeted Under-Represented Groups

Student Interview

We are interested in the feelings and thoughts of minority students about a career in teaching. Since our ultimate purpose is to attract more minority students into the profession of teaching, we would like to know the reasons why minority students may or may not be interested in teaching as a career choice, attitudes toward teaching, and any barriers they may encounter, and how to make teaching more accessible to minority individuals. The questions I am going to ask you will be about your general background, educational experiences, experiences related to your ethnic background, and feelings and thoughts about the teaching profession. Please try to answer as honestly as you can. Remember that all your answers will be kept anonymous, and that participation in this interview is completely voluntary.

Demographic Data

To be completed by the interviewer prior to or at the beginning of the interview:

1. Gender _____
2. a) Academic Institution _____
b) Enrolled in a Teacher Program YES NO

Ask the respondent:

First of all, I would like to ask you some general questions about your background.

3. How old are you? _____
4. Where were you born? _____
(Probe for city and country)
5. (If not born in Canada)
How long have you lived in Canada? _____

(If respondent not sure or answer not clear)

When did you come to Canada? _____

6. What is your current marital status? _____
7. a) Do you have any children? YES NO
 b) If yes, how many children do you have? _____
 c) How old are they? _____
8. How would you describe your ethnic background?

9. (If married or living with someone)
 How would you describe your partner's ethnic background?

Educational Background

Now I would like to ask you some questions about your educational background.

10. a) What was your average at the completion of secondary school? _____
 b) What is your current overall average? _____
 c) What is your current major/programme average? _____
 (For Q. 10 (a), (b), (c) - percentages are preferred)
11. Could you tell me about your educational history - where and when did you go to elementary, or secondary school (or their equivalents)? (Make sure to get WHEN)

12. Have you had any other post-secondary education before coming here? _____

13. What faculty or department are you currently enrolled in?

14. What year are you in? _____
15. General or Honours program? _____
16. Full-time or Part-time? _____
17. What is your major (program of study)? _____

Family Background

Now I would like to ask you some questions about your family background.

18. First, what kind of formal schooling did your mother and father have? If you were raised by someone other than your biological parents, what type of formal schooling did they have? (If raised by other than biological parents record who principal caregivers were, and refer to them in the next question) _____

19. What were the occupations of your parents (or principal caregivers) while you were growing up? _____

20. What religion were you raised in? (Probe for additional comments or details)

21. Would you describe yourself as a practising (insert answer from Q.20) ? YES NO

22. What language did you first learn as a child? _____
23. What other languages do you know? _____
24. What language do you use most often? _____
25. How comfortable are you with English? _____

In-Depth Questions

Now we are going to go back over some of the areas we have already covered, only this time I am interested in your thoughts and feelings rather than just facts.

Educational Experiences:

26. Can you describe any significant events after elementary school which contributed to your enrollment in your current programme?
- _____
- _____
- _____
- _____
- _____
27. Why did you choose the academic major/program you are currently enrolled in? What sort of factors influenced your decision? (Probe for both internal and external factors --> e.g., external - peer, family, teacher expectations; internal - attitudes about achievement and education, service to ethnic group, etc.)
- _____
- _____
- _____
- _____

28. How committed are you to this career path and why? (e.g., your ideals about the career, your expectations of the results of this career, etc.) _____

29. What role do you think your ethnic background has played in your choice of career? _____

Ethnic-Related Experiences:

30. In terms of ethnic heritage, how would you define yourself - as a Canadian, a "hyphenated Canadian", or in another way? _____

31. What experiences (positive or negative) have you had while at this institution that were directly related to your ethnicity? _____

32. Do you belong to any ethnic/cultural/religious organizations here on campus? YES NO

If yes, which ones? _____

33. What about off-campus organizations? _____

Teaching as a Career:

If respondent is not in a teacher program, ASK:

34. a) Have you ever considered teaching as a possible profession? Why or why not? _____

- b) How would you describe your perceptions of teaching (positive or negative)? _____

- c) How would you describe your perceptions of teachers (positive or negative)? _____

35. Do you feel that your ethnic background would have any influence on your chances of being admitted to a teacher education program? _____

36. Do you think that ethnic background should be a special consideration for admission to a teacher education program? Why or why not? If yes, how? _____

37. Would you favor a quota/percentage system to increase accessibility for under-represented groups into teacher education programmes (e.g., ethnic minorities, males into elementary teacher programmes)? _____

If respondent is in a teacher program, ASK:

38. a) How would you describe your perceptions of teaching
(positive or negative)? _____

- b) How would you describe your perceptions of teachers
(positive or negative)? _____

39. Have your perceptions of teaching and teachers changed in
any way since entering the teacher education programme? If
yes, how have they changed? _____

40. Do you think your ethnic background had any influence on
your admission to a teacher education program? If yes, how? _____

41. What effect do you think your ethnic background has or will
have on your teaching? _____

42. Do you think that ethnic background should be a special
consideration for admission to a teacher education program?
Why or why not? If yes, how? _____

43. Would you favor a quota/percentage system to increase accessibility for under-represented groups into teacher education programmes (e.g., ethnic minorities, males into elementary teacher programmes)? _____
- _____
- _____

Thank you for your help.

Visible minorities by major occupation group, 1986

	Experienced labour force*			Employment income of visible minorities who worked full time, full year in 1985	
	Percentage distribution		Proportion of visible minorities	Average	Ratio to other Canadians**
	Visible minorities	Other Canadians			
	%			\$	
Persons 15 years and over	100.0	100.0	6.3	24,200	0.90
White-collar occupations	70.0	66.8	6.6	25,500	0.91
Managerial and administrative	8.8	10.6	5.3	31,800	0.86
Natural sciences, engineering and mathematics	5.6	3.4	10.1	35,500	1.00
Social sciences	1.4	2.0	4.7	31,300	0.86
Religion	0.2	0.3	3.8	18,000	0.98
→ Teaching	3.0	4.4	4.4	35,000	1.03
Medicine and health	6.9	4.7	9.1	35,000	1.10
Artistic, literary and recreational	1.2	1.7	4.8	24,300	0.94
Clerical	18.5	18.2	6.4	19,600	0.99
Sales	7.6	9.1	5.3	22,200	0.87
Service	16.7	12.4	8.3	15,200	0.75
Blue-collar occupations	30.0	33.2	5.7	21,100	0.85
Farming, horticultural and animal husbandry	1.5	4.2	2.4	13,900	1.06
Fishing and trapping	0.1	0.4	1.2	-	-
Forestry and logging	0.1	0.7	1.2	28,800	1.03
Mining and quarrying	0.1	0.6	1.1	34,200	0.97
Processing	3.9	3.5	7.0	21,800	0.84
Machining	3.0	2.1	8.7	23,400	0.88
Product fabricating, assembling and repairing	12.1	7.2	10.2	19,500	0.80
Construction trades	2.2	6.2	2.3	23,200	0.90
Transport equipment operating	2.0	3.8	3.5	22,500	0.82
Material handling	2.1	1.8	7.2	19,100	0.79
Other crafts and equipment operating	1.1	1.2	6.0	24,600	0.86
Occupations not elsewhere classified	1.7	1.7	6.5	20,600	0.90

Source: 1986 Census of Canada

* The experienced labour force excludes the unemployed who had never worked or who had last worked prior to 1985.

** Ratio to the average employment income of other Canadians who worked full time, full year in 1985.

APPLICATION FOR ADMISSION
TO TEACHER EDUCATIONDEMANDE D'ADMISSION
FORMATION A L'ENSEIGNEMENT

ONTARIO UNIVERSITIES APPLICATION CENTRE
CENTRE DE RECEPTION DES DEMANDES
D'ADMISSION AUX UNIVERSITES DE L'ONTARIO
880 WOODLAKE ROAD WEST
BOX 1328, GUELPH, ONTARIO CANADA N1H 7P4

RETURN TO
A RETOURNER AU

REFERENCE NUMBER / NUMERO DE LA DEMANDE

91-728-369 4

REFER TO THIS NUMBER ON ALL CORRESPONDENCE
NUMERO A RENSEIGNER DANS TOUTE CORRESPONDANCE

☐ YES ☐ NO ☐ OTHER (SPECIFY)

SOCIAL INSURANCE NO. / NO. D'ASSURANCE SOCIALE: _____

LEGAL SURNAME / NOM DE FAMILLE: _____

ALL LEGAL OTHER NAMES IN FULL (INCLUDE NAME GENERALLY USED) / TOUTES LES AUTRES NOMS EN TOUTES LETRES (LE NOM USUEL): _____

SEX / SEXE: _____

DATE OF BIRTH / DATE DE NAISSANCE: _____

MAILING ADDRESS / ADRESSE DE CORRESPONDANCE: _____

CITY / VILLE: _____

PROV. / PROV.: _____

POSTAL CODE / CODE POSTAL: _____

AREA CODE & PHONE NUMBER / NOC. REG. ET NO. DE TEL.: _____

HOME ADDRESS / ADRESSE DU DOMICILE: _____

CITY / VILLE: _____

PROV. / PROV.: _____

POSTAL CODE / CODE POSTAL: _____

AREA CODE & PHONE NUMBER / NOC. REG. ET NO. DE TEL.: _____

☐ CHECK BOX IF SAME AS MAILING ADDRESS ☐ LA MEME QUE L'ADRESSE DE CORRESPONDANCE

PERMANENT RESIDENT / NON DE FAMILLE ANTERIEUR: _____

COUNTRY OF CITIZENSHIP / PAYS DE CITOYENNETE: _____

LANGUAGE OF CORRESPONDENCE / LANGUE DE CORRESPONDANCE: _____

UNIVERSITY AND PROGRAM SELECTIONS / CHOIX D'UNIVERSITES ET DE PROGRAMMES D'ETUDES

CHOICE / CHOIX	UNIVERSITY PROGRAM CODE / CODE DU PROGRAMME	UNIVERSITY NAME / NOM DE L'UNIVERSITE	PROGRAM NAME / NOM DU PROGRAMME	TEACHING SUBJECT SELECTIONS / CHOIX DES MATIERES D'ENSEIGNEMENT	PREVIOUS YEAR APPLIED / ANNEE D'APPLICATION PRECEDENTE	PREVIOUS YEAR REJECTED / ANNEE D'ADMISSION PRECEDENTE	RESIDENCE INFORMATION FOR POSTMASTER / INFORMATIONS SUR LE LOGEMENT
1							YES / OUI
2							YES / OUI
3							YES / OUI

ALL POST-SECONDARY INSTITUTIONS ATTENDED OR BEING ATTENDED / TOUTES LES ECOLES D'ENSEIGNEMENT POST-SECONDAIRE FREQUENTEES

YEARS / ANNEES	INSTITUTION NAME / NOM DE L'INSTITUTION	CITY / VILLE	DIPLOMA RECEIVED OR EXPECTED / DIPLOME RECU OU ATTENDU	YEAR AND MONTH / ANNEE ET MOIS	NOT RECORDED / NOT RECORDED / NOT RECORDED
19__ - 19__					
19__ - 19__					
19__ - 19__					
19__ - 19__					

TO BE COMPLETED BY APPLICANTS CURRENTLY ENROLLED IN A UNIVERSITY PROGRAM / A REMPLIR PAR LES CANDIDATS PRESENTEMENT INSCRITS A UN PROGRAMME UNIVERSITAIRE

COURSE CODE / NO. COURS	COURSE TITLE / TITRE DU COURS	COURSE CODE / NO. COURS	COURSE TITLE / TITRE DU COURS

LAST SECONDARY SCHOOL ATTENDED / DERNIERE ECOLE SECONDAIRE FREQUENTEE

NAME OF SCHOOL / NOM DE L'ECOLE	ADDRESS OF SCHOOL / ADRESSE DE L'ECOLE	DIPLOMA NAME / TITRE DU DIPLOME

I HEREBY CERTIFY THAT ALL STATEMENTS ARE CORRECT AND COMPLETE INCLUDING MY DECLARATION OF CITIZENSHIP AND STATUS IN CANADA. I UNDERSTAND THAT I MAY BE REQUIRED TO SUPPLY DOCUMENTATION AT SOME FUTURE DATE TO SUBSTANTIATE MY CLAIM AND THAT ANY MISREPRESENTATION OF THIS DATA MAY RESULT IN THE CANCELLATION OF MY ADMISSION OR REGISTRATION STATUS.

JE CERTIFIE QUE LES RENSEIGNEMENTS DONNES SONT EXACTS ET COMPLETS Y COMPRIS MA CITOYENNETE ET MON STATUT AU CANADA. JE SAIS QUE JE POURRAIS ETRE OBLIGE DE FOURNIR DES PREUVES A L'APPUI DE CE QUE J'AI DIT ET QUE TOUTE FAUSSE DECLARATION PEUT ENTRAINER L'ANNULATION DE MON ADMISSION OU DE MON INSCRIPTION A L'UNIVERSITE.

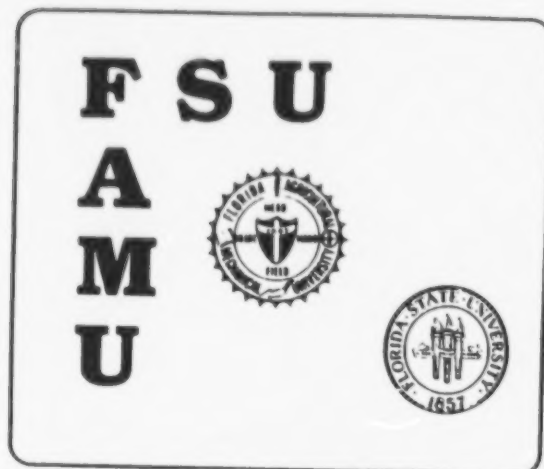
APPLICANT'S SIGNATURE / SIGNATURE DU CANDIDAT: _____

DATE: _____

NOTE: THE \$18.00 APPLICATION SERVICE FEE MUST BE ATTACHED TO THIS APPLICATION. APPLICATION MUST BE RECEIVED AT QUAC BY DECEMBER 14, 1990 AT 4:30 P.M. (U.S.T.)

(REMARQUE: LES \$18.00 ADMINISTRATIFS DE LA PRESENTE DEMANDE DOIVENT ETRE RECUS AU CENTRE DE RECEPTION DES DEMANDES AVANT LE 14 DECEMBRE 1990 (A 4 H 30 P.M. L.)

BEST COPY AVAILABLE



**For More Information,
Please Contact:**

Dr. Walter Mercer
FAMU T.E.A.M. Project
Curriculum, Instruction, and School Services
304A Gore Education Complex
Florida A&M University
Tallahassee, Florida 32307
(904) 599-3675

or

Dr. Jack Gant
FSU T.E.A.M. Project
The Center for the Study of Teaching and Learning
302 Carothers Hall (212 B)
The Florida State University
Tallahassee, Florida 32306-5001
(904) 644-3419



A Program of
Florida A&M University
and
The Florida State University
with funding from
The Ford Foundation

To help meet the urgent need for minority teachers, Florida A&M University and Florida State University, with the generous financial support of The Ford Foundation, announce the creation of...

THE T.E.A.M. Project
Teacher Education for America's Minorities

Why Minority Teacher Education?

The purpose of the T.E.A.M. Project is to:

- meet the serious need for minority teachers;
- provide positive minority role models for both minority and majority students;
- increase the diversity of the teaching work force;
- train teachers who will be sensitive to other cultures;
- provide cross-cultural experiences in the classroom.

Benefits of Becoming a Teacher:

- old and respected human services profession;
- personal satisfaction from helping others;
- improved starting pay;

The T.E.A.M. Program Provides

Extensive Academic Support Programs

- CLEP and standardized test preparation;
- individual personal and academic assessment of students;
- personalized counseling - personal and academic support groups;
- training in job acquisition skills;
- early in-school training experiences.

Other T.E.A.M. Support

- limited financial support for books and fees;
- work-study opportunities;
- assistance in obtaining financial aid;
- placement assistance.

Requirements for Admission

- be enrolled in a university or a teacher training program;
- have above average SAT/ACT scores;
- possess demonstrated leadership skills;
- good G.P.A.;
- love of children;